# CAREER DEVELOPMENT OF THE MARINE CORPS OFFICER

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# NAVAL POSTGRADUATE SCHOOL
## Monterey, California

# THESIS

CAREER DEVELOPMENT OF THE MARINE CORPS OFFICER

by

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The purpose of this thesis is to study the current state of officer career development in the U. S. Marine Corps and to discuss the importance of career development to both the Marine Corps and Marine officers.

Information which is of concern to the Marine Corps and the individual in developing officer career planning policies

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# Career Development of the Marine Corps Officer

by

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Major, United States Marine Corps
B.S., United States Naval Academy, 1971

Submitted in partial fulfillment of the
requirements for the degree of

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from the

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December 1981

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The purpose of this thesis is to study the current state of officer career development in the U. S. Marine Corps and to discuss the importance of career development to both the Marine Corps and Marine officers.

Information which is of concern to the Marine Corps and the individual in developing officer career planning policies and individual strategies is presented. Current literature and studies dealing with military officer career development are discussed. Statistics on promotion opportunities based on analyses of the careers of the 65 generals on active duty in the Marine Corps as of February, 1981, are presented. Based on this data, guidance is provided on developing a career pattern for those seeking promotion to general officer rank.

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# I. INTRODUCTION

What is career development? Within the context of this study, career development is a sequence of assignments over a period of time directed towards a goal. The goal is one which has been established by the individual officer within the limits of Marine Corps' constraints and goals. The Marine Corps' general goal is to assign officers to assignments which meet the needs of the Corps and at the same time develop an officer so that he may assume subsequent assignments of increased scope and responsibility. The individual officer may set a goal of becoming a general officer or he may decide to prepare himself for a second career while working at his first or continually seek duty in a special field which particularly interests him. There are as many goals as there are officers.

This study is intended to be a discussion of the career development of Marine Corps officers. Career development is an extremely important topic because it has tremendous impact upon both the organization and the individual. The Marine Corps' ability to accomplish the tasks required of it by the nation depends upon the leaders of the Corps. Leaders must be trained and developed. The best qualified leaders must rise to the top as the less qualified attain

positions commensurate with their abilities but proceed no higher.

Career development is important to the organization because the people who are "developed" control and manage the organization. They are the organization. The organization is self-perpetuating through its members, especially the members who lead at the top setting and guiding policy. From the individual's viewpoint, career development is important because of its immense impact on him. It affects his ability to survive physically in the external environment as he earns his money and attempts to climb up the societal ladder. But perhaps of greater importance from a philosophical point of view is the effect that career development has upon the individual. The career development of an individual shapes and affects the innermost essence of that individual. If one subscribes to the belief that a man's work, family and religion have the most impact on him, a feeling of how critical career development is to the very fiber of the individual becomes clear. A man's (or woman's) satisfaction in his chosen profession will have tremendous affect on him and everything with which he comes in contact.

Career development in the Marine Corps is a topic which is addressed in very general and sterile terms in Marine Corps Orders. There are two orders which discuss career planning and the basic rationale of assignments and advancement. They are written from the organizational perspective.

These will be discussed at length in future chapters. There is no official noticeable effort made to discuss career development/planning strategies from the individual's point of view.

This thesis will correct that deficiency. The study will discuss career development from the personalized point of view, taking into account real world factors in order to provide insight into information Marine officers need to understand and synthesize career development strategies. This is an area which has received much attention in the U. S. Navy. A number of theses will be discussed later which have provided much research on the subject. Little attention has been given to this in the Marine Corps except in periodic articles in the Marine Corps Gazette, the professional magazine of the Marine Corps. Evidence will be presented later in the study which suggests it is a subject whose time has come. Information will also be presented to provide a basis for an enhanced career development program in the Marine Corps.

Chapter II of this study will be an overview of current Marine Corps career development practices.

Chapter III provides an overview and discussion of the many issues which must be considered in the development of career strategies. This will look at strategies both from the Marine Corps' viewpoint and the individual's viewpoint.

Chapter IV is a presentation and evaluation of what it takes to be successful in the Marine Corps. A survey of information on career patterns of the 65 Marine Corps generals on active duty as of February, 1981, was conducted. Trends and observations will be discussed.

Chapter V is a description of two publications which the Marine Corps should consider developing and publishing to assist officers in their career development.

Chapter VI presents conclusions and recommendations on the Marine Corps' career development program, how it can be improved and areas of further research.

## II. CURRENT DEVELOPMENT EFFORTS

This chapter will give an overview of current Marine Corps career development practices. These practices are good as far as they go, but they do not go far enough. They provide a basic framework for general advice to the officer corps but lack the types of specific information available and needed but officially unstated, which are required for informed career development strategy-making. Those specifics which are required will be identified during the discussion along with their importance to the individual.

### A. FORMAL FOUNDATION FOR CAREER PLANNING

There are two primary documents, Marine Corps Orders, which contain the fundamental framework and guidance as far as career planning is concerned. The first is Marine Corps Order P1040.31B (MCO P1040.31B), Career Planning and Development Guide (CPDG), which is the capstone manual for career planning. The second document is Marine Corps Order P1200.7_ (MCO P1200.7_), MOS Manual. MOS is the abbreviation for military occupational specialty, which is a four digit code designating an officer's skill specialty. An 0802 is a field artillery officer, an 0302 is an infantry officer, an 1802 is a tank officer, etc.

The CPDG lays the basic groundwork for the organization of career planning in the Marine Corps. It is almost totally oriented to enlisted career planning. The basic premise is that career planning is a command function and the commander and all senior officers in a Marine's chain of command have a responsibility to advise and counsel Marines on their careers.[1]

To help the commander manage the career planning program, there is a central organization at Headquarters Marine Corps in Washington, D. C. (HQMC), and each field unit has a career planner. The responsibility for management of officer career planning at HQMC rests with the Officer Section, Career Planning Branch, Personnel Management Division, Manpower Department, HQMC.[2]

There are career planners for enlisted in field units down through the company/battery level. Division career planners usually handle officer matters. Their main involvement occurs when reserve officers submit requests for augmentation into the regular establishment. They submit the paperwork but do not actively participate in the process.

The CPDG spells out the specific responsibilities of the Officer Section of the Career Planning Branch.

---

[1] Career Planning and Development Guide, MCO P1040.31B, p. 1-3, Headquarters, U. S. Marine Corps, 1 November 1980.

[2] Ibid., p. 1-3.

These tasks are to:

1. Provide officers with personal counseling regarding their career goals and professional performance.

2. Maintain continuous liaison with staff agencies within HQMC to ensure current Marine Corps policies and programs are known throughout the service, and to ensure that career attractiveness is a significant consideration in the development of policy.

3. Administer the Officer Fitness Report Readout Program.

4. Study officer retention trends and recommend management actions to retain best qualified officers in the quantity necessary to fill Marine Corps requirements.

5. Provide formal instruction for Marine Corps schools.[3]

The bulk of the work schedule is taken up more by career appraisal than anything else. The section consists of a lieutenant colonel, a major and a captain. The major and the captain receive approximately 400 requests per month for Fitness Report Briefs. Their work entails reviewing an officers fitness report printout similar to Figure 1 and conducting an evaluation of the officer's performance and career pattern to date. They also give advice on future

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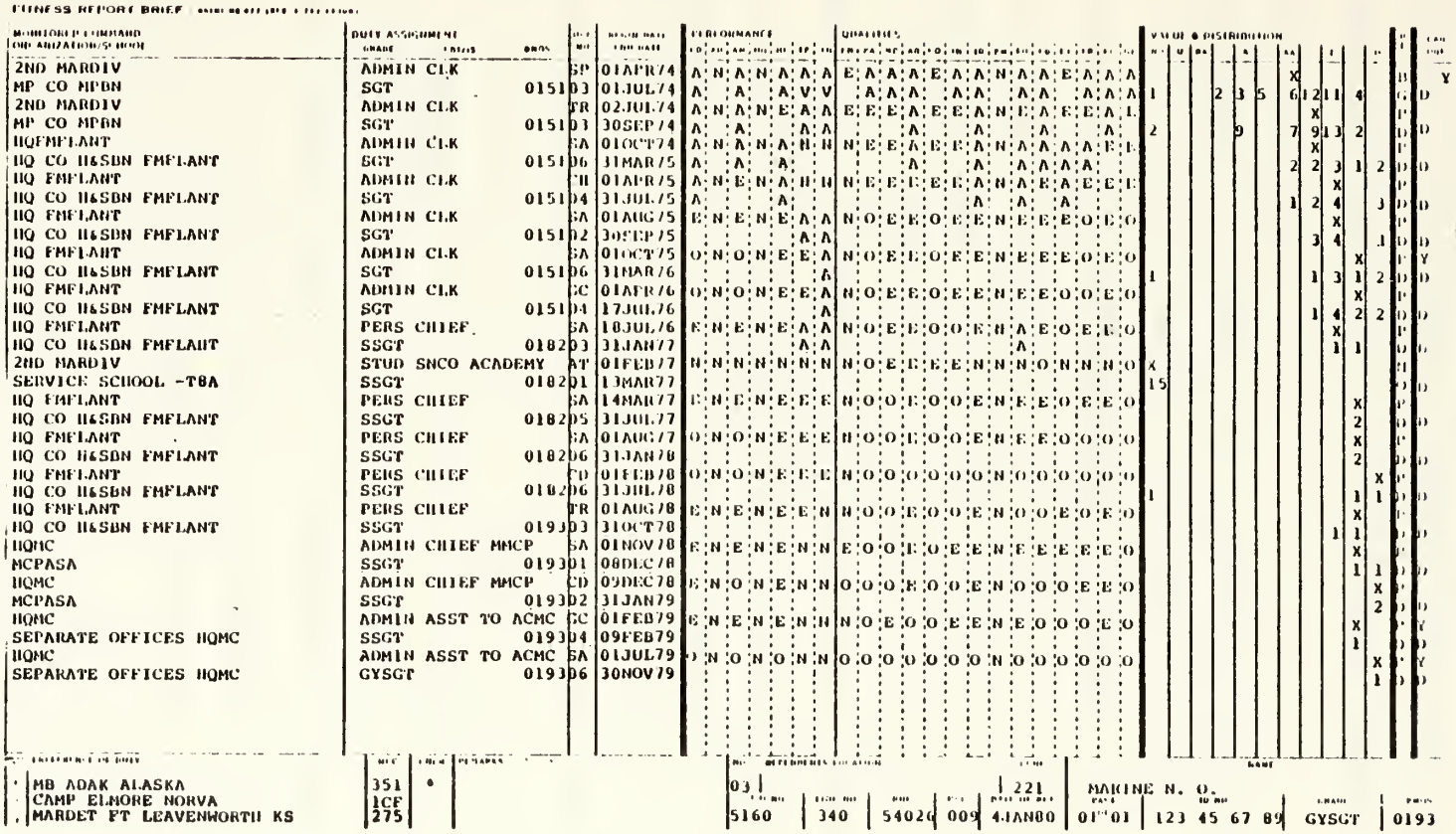
[3]Ibid., p. 1-6.

# FIGURE 1.

## FITNESS REPORT BRIEF



FITNESS REPORT BRIEF

| MONITORED COMMAND ORGANIZATION/SECTION | DUTY ASSIGNMENT GRADE | OCC FLD | BILLET SUBCAT | REPORT MO | REPORT END DATE | PERFORMANCE | QUALITIES | VALUE & DISTRIBUTION | CAT CODE |
|---|---|---|---|---|---|---|---|---|---|
| 2ND MARDIV | ADMIN CLK | | | SP | 01APR74 | ANANAAA | EAAAAEAANAAEAAA | X | Y |
| MP CO MPBN | SGT | 0151 | D3 | 01JUL74 | A A AVV | A A A A A A A A | 1 2 3 5 | 6 12 11 4 | D |
| 2ND MARDIV | ADMIN CLK | | TR | 02JUL74 | ANANEAA | EEEAEEANEAEEAL | X | | |
| MP CO MPBN | SGT | 0151 | D3 | 30SEP74 | A A A A | A A A A | 2 9 | 7 9 13 2 | D D |
| HQFMFLANT | ADMIN CLK | | SA | 01OCT74 | ANANANN | NEEAEEANAAAAEE | X | | |
| HQ CO H&SBN FMFLANT | SGT | 0151 | D6 | 31MAR75 | A A A | A A A A A A | 2 | 2 3 1 2 | D D |
| HQ FMFLANT | ADMIN CLK | | TH | 01APR75 | ANEENAHH | NEEEEEEANAEAEEE | X | | |
| HQ CO H&SBN FMFLANT | SGT | 0151 | D4 | 31JUL75 | A A | A A A | 1 | 2 4 J | D D |
| HQ FMFLANT | ADMIN CLK | | SA | 01AUG75 | ENEENEA | ANOEEOEENEEEOEO | X | | |
| HQ CO H&SBN FMFLANT | SGT | 0151 | D2 | 30SEP75 | A A | | | 3 4 1 | D D |
| HQ FMFLANT | ADMIN CLK | | SA | 01OCT75 | ONONEEA | NOEEOEENEEEOEO | | X | Y |
| HQ CO H&SBN FMFLANT | SGT | 0151 | D6 | 31MAR76 | A | | 1 | 1 3 1 2 | D D |
| HQ FMFLANT | ADMIN CLK | | GC | 01APR76 | ONONEEA | NOEEOEENEEEOOEO | | X | |
| HQ CO H&SBN FMFLANT | SGT | 0151 | D4 | 17JUL76 | A | | | 1 4 2 2 | D D |
| HQ FMFLANT | PERS CHIEF | | SA | 18JUL76 | ENEENEA | ANOEEOOENAEOEEO | | X | |
| HQ CO H&SBN FMFLANT | SSGT | 0182 | D3 | 31JAN77 | A A | A | | 1 1 | D D |
| 2ND MARDIV | STUD SNCO ACADEMY | | AT | 01FEB77 | NNNNNNN | NOEEEEENNONNNO | X | | |
| SERVICE SCHOOL -T8A | SSGT | 0182 | D1 | 13MAR77 | | | 15 | | D D |
| HQ FMFLANT | PERS CHIEF | | SA | 14MAR77 | ENEENEE | NOEEOOENEEOEEO | | X | |
| HQ CO H&SBN FMFLANT | SSGT | 0182 | D5 | 31JUL77 | | | | 2 | D D |
| HQ FMFLANT | PERS CHIEF | | SA | 01AUG77 | ONONEEE | NOEEOOENEEOOOO | | X | |
| HQ CO H&SBN FMFLANT | SSGT | 0182 | D6 | 31JAN78 | | | | 2 | D D |
| HQ FMFLANT | PERS CHIEF | | CD | 01FEB78 | ONONEEE | NOOOOOOONOOOOOO | | X | |
| HQ CO H&SBN FMFLANT | SSGT | 0182 | D6 | 31JUL78 | | | 1 | 1 1 | D D |
| HQ FMFLANT | PERS CHIEF | | TR | 01AUG78 | ENENEEN | NOOEOOENOOEOEO | | X | |
| HQ CO H&SBN FMFLANT | SSGT | 0193 | D3 | 31OCT78 | | | | 1 1 | D D |
| HQMC | ADMIN CHIEF MMCP | | SA | 01NOV78 | ENENENN | EOOEOEENEEEEEO | | X | |
| MCPASA | SSGT | 0193 | D1 | 08DEC78 | | | | 1 1 | D D |
| HQMC | ADMIN CHIEF MMCP | | CD | 09DEC78 | ENONENN | OOOEOOENOOOEEO | | X | |
| MCPASA | SSGT | 0193 | D2 | 31JAN79 | | | | 2 | D D |
| HQMC | ADMIN ASST TO ACMC | | GC | 01FEB79 | ENENENN | NOEOOEENEOOOEO | | X | Y |
| SEPARATE OFFICES HQMC | SSGT | 0193 | D4 | 09FEB79 | | | | 1 | D D |
| HQMC | ADMIN ASST TO ACMC | | SA | 01JUL79 | ONONONN | OOOOOOONOOOOOO | | X | Y |
| SEPARATE OFFICES HQMC | GYSGT | 0193 | D6 | 30NOV79 | | | | 1 | D D |

| ENTERED ON DUTY AT | MOS | LOCAL | DEPENDENTS |
|---|---|---|---|
| MB ADAK ALASKA | 351 | * | |
| CAMP ELMORE NORVA | 1CF | | |
| MARDET FT LEAVENWORTH KS | 275 | | |

| MO | REENLISTMENT ELIGIBILITY | | | |

duty selections as desired. According to the officers in Career Planning Branch, their advice is based on experience from reading so many fitness report briefs each month. Their main service is long-run performance appraisal rather than career planning.

The MOS Manual is the other directive which forms the framework for career planning in the Marine Corps. As distinct from the CPDG, the MOS Manual provides some very basic, useful information with which an officer can plan his career. And it turns out that that is the person in the final analysis who is responsible for career planning -- the individual. The MOS Manual again stresses the commander and senior officer responsibility for career planning, but for officers, each one is ultimately responsible for himself.

Chapter I of the MOS Manual, Career Management Information, gives the basic information which each officer must be aware of in order to plan his career. It is a potpourri of short paragraphs on such subjects as "Officer Retention and Assignment Policies", "Officer Promotions", "Assignment Criteria", "Professional Military Education Selection Process", etc. It goes on to give a description of each particular type of duty assignment a Marine officer could ever expect. The remainder of the manual gives possible duty assignments an officer can expect based on his MOS and

rank. Figure 2 is an example of an artillery officer's potential duty assignments.[4]

The information provides a good listing of all the factual opportunities available. It does not provide any real guidance of what career moves to choose to attain one's goal. It is assumed that the officers' commander and other superiors have provided the guidance necessary from their experience to counsel the officer on his choices. These senior officers each have a different opinion and that opinion may be founded on minimal information, biased information, or even inaccurate information. The point is that the orders are adequate in the quality of the information they provide, but they do not provide enough. HQMC has access to much more useful information which can assist an officer in making career planning decisions than one, four, or even 30 commanders or senior officers. There is a gap, then, in the useful information which must be made available to officers in the field. Some of this information is published in the Marine Corps Gazette periodically, as we will see later. Examples of the type of information would be statistics on promotion board selectees and non-selectees as they relate command and staff assignments, MOS breakdowns, time in the FMF, etc.

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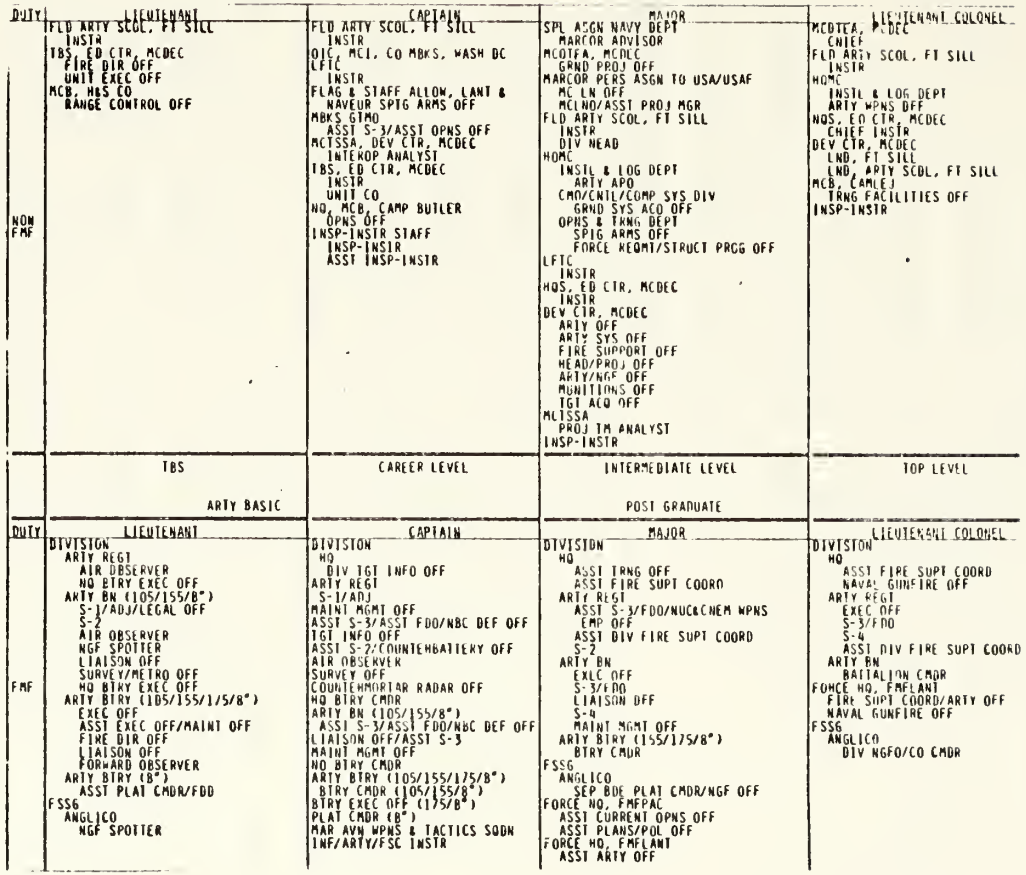
[4]MOS Manual, MCO P1200.7_, p. 2-26, Headquarters, U. S. Marine Corps, 1979.

# FIGURE 2.

## MOS 0802 CAREER DEVELOPMENT GUIDE



| DUTY | LIEUTENANT | CAPTAIN | MAJOR | LIEUTENANT COLONEL |
|---|---|---|---|---|
| NON FMF | FLD ARTY SCOL, FT SILL<br>INSTR<br>TBS, ED CTR, MCDEC<br>FIRE DIR OFF<br>UNIT EXEC OFF<br>MCB, H&S CO<br>RANGE CONTROL OFF | FLD ARTY SCOL, FT SILL<br>INSTR<br>OIC, MCI, CO MBKS, WASH DC<br>LFTC<br>INSTR<br>FLAG & STAFF ALLOW, LANT & NAVEUR SPTG ARMS OFF<br>MBKS GTMO<br>ASST S-3/ASST OPNS OFF<br>MCTSSA, DEV CTR, MCDEC<br>INTEROP ANALYST<br>TBS, ED CTR, MCDEC<br>INSTR<br>UNIT CO<br>HQ, MCB, CAMP BUTLER<br>OPNS OFF<br>INSP-INSTR STAFF<br>INSP-INSTR<br>ASST INSP-INSTR | SPL ASGN NAVY DEPT<br>MARCOR ADVISOR<br>MCOTEA, MCDEC<br>GRND PROJ OFF<br>MARCOR PERS ASGN TO USA/USAF<br>MC LN OFF<br>MCLNO/ASST PROJ MGR<br>FLD ARTY SCOL, FT SILL<br>INSTR<br>DIV HEAD<br>HQMC<br>INSTL & LOG DEPT<br>ARTY APO<br>CMD/CNIL/COMP SYS DIV<br>GRND SYS ACQ OFF<br>OPNS & TRNG DEPT<br>SPIG ARMS OFF<br>FORCE REQMT/STRUCT PROG OFF<br>LFTC<br>INSTR<br>HQS, ED CTR, MCDEC<br>INSTR<br>DEV CTR, MCDEC<br>ARTY OFF<br>ARTY SYS OFF<br>FIRE SUPPORT OFF<br>HEAD/PROJ OFF<br>ARTY/NGF OFF<br>MUNITIONS OFF<br>TGT ACQ OFF<br>MCTSSA<br>PROJ IM ANALYST<br>INSP-INSTR | MCOTEA, MCDEC<br>CHIEF<br>FLD ARTY SCOL, FT SILL<br>INSTR<br>HQMC<br>INSTL & LOG DEPT<br>ARTY WPNS OFF<br>HQS, ED CTR, MCDEC<br>CHIEF INSTR<br>DEV CTR, MCDEC<br>LND, FT SILL<br>LND, ARTY SCOL, FT SILL<br>MCB, CAMLEJ<br>TRNG FACILITIES OFF<br>INSP-INSTR |
| | TBS<br>ARTY BASIC | CAREER LEVEL | INTERMEDIATE LEVEL<br>POST GRADUATE | TOP LEVEL |
| DUTY | LIEUTENANT | CAPTAIN | MAJOR | LIEUTENANT COLONEL |
| FMF | DIVISION<br>ARTY REGT<br>AIR OBSERVER<br>HQ BTRY EXEC OFF<br>ARTY BN (105/155/8")<br>S-1/ADJ/LEGAL OFF<br>S-2<br>AIR OBSERVER<br>NGF SPOTTER<br>LIAISON OFF<br>SURVEY/METRO OFF<br>HQ BTRY EXEC OFF<br>ARTY BTRY (105/155/175/8")<br>EXEC OFF<br>ASST EXEC OFF/MAINT OFF<br>FIRE DIR OFF<br>LIAISON OFF<br>FORWARD OBSERVER<br>ARTY BTRY (8")<br>ASST PLAT CMDR/FDO<br>FSSG<br>ANGLICO<br>NGF SPOTTER | DIVISION<br>HQ<br>DIV TGT INFO OFF<br>ARTY REGT<br>S-1/ADJ<br>MAINT MGMT OFF<br>ASST S-3/ASST FDO/NBC DEF OFF<br>TGT INFO OFF<br>ASST S-2/COUNTERBATTERY OFF<br>AIR OBSERVER<br>SURVEY OFF<br>COUNTERMORTAR RADAR OFF<br>HQ BTRY CMDR<br>ARTY BN (105/155/8")<br>ASST S-3/ASST FDO/NBC DEF OFF<br>LIAISON OFF/ASST S-3<br>MAINT MGMT OFF<br>HQ BTRY CMDR<br>ARTY BTRY (105/155/175/8")<br>BTRY CMDR (105/155/8")<br>BTRY EXEC OFF (175/8")<br>PLAT CMDR (8")<br>MAR AVN WPNS & TACTICS SQDN<br>INF/ARTY/FSC INSTR | DIVISION<br>HQ<br>ASST TRNG OFF<br>ASST FIRE SUPT COORD<br>ARTY REGT<br>ASST S-3/FDO/NUC&CHEM WPNS EMP OFF<br>ASST DIV FIRE SUPT COORD<br>S-2<br>ARTY BN<br>EXEC OFF<br>S-3/FDO<br>LIAISON OFF<br>S-4<br>MAINT MGMT OFF<br>ARTY BTRY (155/175/8")<br>BTRY CMDR<br>FSSG<br>ANGLICO<br>SEP BDE PLAT CMDR/NGF OFF<br>FORCE HQ, FMFPAC<br>ASST CURRENT OPNS OFF<br>ASST PLANS/POL OFF<br>FORCE HQ, FMFLANT<br>ASST ARTY OFF | DIVISION<br>HQ<br>ASST FIRE SUPT COORD<br>NAVAL GUNFIRE OFF<br>ARTY REGT<br>EXEC OFF<br>S-3/FDO<br>S-4<br>ASST DIV FIRE SUPT COORD<br>ARTY BN<br>BATTALION CMDR<br>FORCE HQ, FMFLANT<br>FIRE SUPT COORD/ARTY OFF<br>NAVAL GUNFIRE OFF<br>FSSG<br>ANGLICO<br>DIV NGFO/CO CMDR |

B. THE HUMAN FACTOR

The initial section of this chapter looked at the basic organizational framework of career planning as it is conducted today. The two Marine Corps Orders specified are supported by over 60 other directives which cover the most minute details of anything pertaining to the service of Marine officers and enlisted. This section will look at the human factor, the role people play in the career planning equation. It is the human factor which interprets, implements, and manipulates the rules and regulations to influence careers and career planning.

1. The Individual Officer

The individual Marine officer is the key element in the entire career planning process. It is his career and he has the most influence on it in the final analysis. This may seem rather obvious initially to the knowledgeable reader but, upon reflection, there is good cause to emphasize the point. Many officers have a tendency to consider themselves pawns or faceless numbers in a computer, another piece of machinery in the system. This feeling is especially prevalent in the first couple of years of an officer's career when he is new to the system, establishing himself in his new career and struggling to mature as an adult at the same time.

The individual officer must do his homework before he can plan his career. First, he must learn as much about the career as he can. He must get to know and understand

the system which governs his life. He must know what opportunities are available and how to take advantage of those opportunities to his best advantage. Examples of these are the assignment process, educational opportunities, promotion possibilities, the fitness report system, etc.

Second, and simultaneously, the officer must know and understand himself. He must judge his capabilities and potential. Once he has done this he must set his goals, both long and short range. Where does he want to go in the service, can he get there and what must be done to get there? Does he want to spend ten, 20 or 30 years in this career? Does he have a family? What effects will his career or phases of it have on his family? What trade-offs are involved between his personal life and his career? Specific problems of this type will be addressed later in this study. He should set his long range goal approximately ten to 20 years ahead and set his short range goals three to six years ahead of present. Obviously, the goals should be mutually supporting and realistic.

This dual process of knowing the system and knowing oneself is a flexible and dynamic system which is iterative. As variables change, so must the officer's plans. The officer must be optimistic yet realistic. He must seize opportunities when they present themselves. He must be aggressive without being obnoxious or alienating seniors or subordinates. He must actively attempt to influence his future. This

means helping the monitor (assignment officer) decide that next duty assignment. When the officer arrives at that new command, it means going for the job desired. If at first he does not succeed, he must perform his best at the duty assigned but keep striving for the duty desired and letting people know what he wants. He must be persistent but not obnoxious. Remember, each officer is his own career planner.

2. Senior Officers

Senior officers, particularly commanders, have a special responsibility for assisting juniors in planning their careers.[5] Some seniors actively discuss career planning with subordinates and go out of their way to assist officers in any way possible. Other seniors may not even broach the subject except in passing during a fitness report/performance counseling session. Some seniors have been monitors at HQMC or sat as members of selection boards for promotion. Others have known or served with officers who have. Just by the fact that they are the rank they are or by their time in service, they have experience in some facet of career planning. The smart officer picks his seniors' brains in order to learn from their experience. All the information may not be totally accurate or valid, but seniors are a valuable source of information.

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[5] Ibid., p. 1-3.

Sometimes a senior officer may become a "mentor" for a junior officer. A mentor is best defined as a "teacher", advisor or sponsor".[6] The mentor is usually one who through counselling and even direct intervention, assists the junior officer to attain his goals. This is a very special relationship which can be most beneficial to the developing officer.

Senior officers also have a great impact on the developing officer through fitness reports. These performance appraisals can make or break a man's career. It is critical that an officer discusses a senior's philosophy on fitness reports at the outset of a tour of duty. A frank and open discussion between senior and junior of how the senior evaluates performance and what he expects of the junior should take place early on. The junior should also take the initiative to obtain feedback from his superior periodically before the fitness report is due in order to improve his performance with necessary corrective action.

An officer must understand the important position his seniors play in his career planning. The main idea to remember here, as in our earlier discussion, is that the individual is his own career planner and may have to actively pursue his seniors in order to benefit from their knowledge and experience.

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[6]Daniel J. Levinson, "The Mentor Relationship", in Managing Career Development, ed. Marilyn A. Morgan (New York: Van Nostrand Reinhold Company, 1980), p. 117.

3. The Monitor and Career Planner at HQMC

The last of the human factors to be discussed in this chapter are the monitor and the career planner at HQMC. The monitor is the officer in the Officer Assignment Branch, Personnel Management Division, Manpower Department, HQMC, who oversees the assignment of officers in a particular grade and occupational specialty. The career planners have been introduced earlier in this chapter.

The monitor has a great deal of influence on an officer's career. He is the one who ultimately decides where an officer will be assigned. He matches billet openings with officers who are due for rotation. How he goes about doing this is best summarized as follows:

> The primary and overriding responsibility of the monitor is to manage the career of the officers he monitors and distribute those officers in the most efficient manner to support the Corps' needs. As simple as that statement may sound, it has some rather important connotations for the Marine Corps and the individual officer. The monitor is constantly confronted with the task of attempting to harmonize the desires of the individual with the needs of the Marine Corps. Monitors are aware that the needs of the Marine Corps are of paramount interest but they also recognize that in many cases the needs of the Corps and the personal desires and needs of the individual can be accommodated concurrently. The thrust of the monitors' effort, therefore, is directed toward finding this common meeting ground to the maximum extent practicable. It should be noted here that monitor/officer contact is most useful in finding this common ground.[7]

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[7]B. B. Skinner, "Compiling the Slate", Marine Corps Gazette, February, 1976, p. 26.

From discussions with a monitor, it seems that the last sentence in the above quote is extremely important.[8] The monitor can do his job better and easier if he knows the individual he is assigning. The individual officer will feel more comfortable if he has talked to the monitor and discussed his desires and goals while at the same time finding out what is available. This is another example of the individual taking an active part in the career planning process. It is extremely beneficial to get to know the monitor.

The career planner at HQMC is much more valuable as a feedback device than as a career planner. As mentioned earlier, he can look at your past performance and offer advice based on his experience at reviewing many, many other officer's fitness reports and career patterns. It is very good to get his advice every couple of years and a printout of fitness reports every year. A primary reason for getting a copy of the fitness report printout is to ensure that all reports are accounted for and have not been misplaced. It is the individual's responsibility to ensure his fitness reports are up to date. The other reason for getting a fitness report printout regularly is so it can be used as a handy tool to evaluate possible weak areas in performance and to have as a reference on career goals attained.

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[8]Captain D. A. Knott, HQMC, Code MMOA-2, Interview, 26 February 1981.

This chapter has been a general overview of current career development practices and elements which are of primary concern to an officer in planning his career. The next chapter will look at specific issues which are of concern both to the individual and the Marine Corps.

## III. CAREER DEVELOPMENT ISSUES

### A. THE NEED FOR STUDY AND EVALUATION

The most important and complex weapon system which the Marine Corps has is the individual Marine. This has been and always will be true. People make the organization function. This idea and the role of Marine officers was well expressed by Major General John A. Lejeune, 13th Commandant of the Marines (1920-1929), in a letter which he wrote to the officers of the Marine Corps upon assuming his duties:

> In conclusion, I wish to impress on all of you that the destiny of our Corps depends on each of you. Our forces, brigades, regiments, battalions, companies and other detachments are what you make them. An inefficient organization is the product of inefficient officers, and all discreditable occurrences are usually due to the failure of officers to perform their duties properly. Harmonious cooperation and teamwork together with an intelligent and energetic performance of duty, are essential to success, and these attributes can be attained only by cultivating in your character the qualities of loyalty, unselfishness, devotion to duty, and the highest sense of personal honor.[9]

The world is much more complex and diverse than it was in General Lejeune's day. The Marine Corps is also more complex. During the general's tenure as Commandant in the Twenties, the Marine Corps had approximately 1,200 officers and 18,000 enlisted Marines. Today the Marine Corps has

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[9] Gerald C. Thomas, Robert D. Heinl, and Arthur A. Ageton, The Marine Officer's Guide, (Annapolis, Maryland: United States Naval Institute, 1967), p. 7.

approximately 18,200 officers and 170,000 enlisted.[10] The Marine Corps is a much larger and more complicated fighting machine than it was 60 years ago. Officers are more specialized and face many more challenges than they did 60 years ago. The weapons of war are more technologically advanced and more numerous, the missions assigned are more diverse and enormous, and society is very much different from what it was.

All of this has far-reaching implications not only for the Marine Corps' policy towards career development and implementation of that policy by personnel involved in career development but also for the individual Marine officer. There are many topics which the Marine Corps bureaucracy and the individual officer must be aware of and consider in the context of their overall objectives. Put simply, career planning policy formulation requires an understanding of the factors that influence officers while officers must simultaneously understand how their interaction (or reaction) with these factors influences policy and their objectives/goals. It is a continuous cause and effect relationship with an iterative feedback process.

This chapter will present a number of issues which are of interest and importance in the career development process.

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[10]Directorate for Information, Operations and Reports, Department of Defense Selected Manpower Statistics, Fiscal Year 1980, pp. 74, 146.

Many of the issues are taken from current studies by other branches of the Armed Forces and from the Marine Corps Gazette, the professional journal of the Marine Corps. The Marine Corps' approach to career planning is very low key compared to the other services. The Navy, Army and Air Force have spent much time and effort on studies related to career planning and programs developed to improve their ability to do it. The Marine Corps has not done many studies and organizationally tends to downplay the process of career planning. That is the impression a researcher receives from talking to staff officers responsible for assignments and career planning at HQMC. Appendix A is a good example of this. Although it was written for a Congressional staffer, it is representative of the advice officers receive from HQMC. The attitude seems to be that since the whole business is so apparently unquantifiable, generalities are all that can be determined and that study/evaluation is not worth the time, money and effort required. This is not so, as will be shown in the next chapter. The problem lies in the organizational essence of the Marine Corps and the predominant biases and principles which govern it. That whole subject is worth a book in itself and is beyond the scope of this thesis.

Although the Marine Corps has not devoted much time or energy to the problem of career planning, studies of the

other services and from the civilian community provide valuable information which is adaptable to the Marine Corps, as will be seen in the remainder of this chapter. Of course, that may be the organizational strategy of the Marine Corps, i.e., modification of the policies of others to the Corps' situation.

## B. THE INDIVIDUAL AND THE CAREER

A considerable amount of research has been done and continues to be done in the area of understanding the individual and his driving forces. It is felt that by understanding the individual, the organization which the individual works for can enhance the productivity and satisfaction of the individual while simultaneously improving the overall efficiency and effectiveness of the organization.

Schein has been a leader in the field with his book Career Dynamics: Matching Individual and Organizational Needs. In the book he clearly delineates the nine stages in a man's life, the general issues to be confronted and the specific tasks the individual must perform.[11] During the individual's development, he develops an understanding of who he is in relation to his occupational choice. It is from this that the individual develops his "career anchor". This career anchor "serves to guide, constrain, stabilize

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[11] E. H. Schein, Career Dynamics: Matching Individual and Organizational Needs, (Reading, Mass.: Addison-Wesley, 1978), pp. 40-46.

and integrate the person's career."[12] Schein goes further to say that the career anchor is "inside the person, functioning as a set of driving and constraining forces on career decisions and choices."[13]

Derr, in his research on Naval officer careers, mentions the five career anchors Schein found in his study of MIT alumni and four others. These are:

1. Managerial competence
2. Technical functional (engineering oriented)
3. Security (personal)
4. Autonomy (personal freedom)
5. Creativity
6. Identity (with group)
7. Service (to others)
8. Power, influence and control
9. Variety[14]

Using the above as a basic framework, Derr studied career anchors among Naval officers from the different warfare communities and came to the conclusion that Naval officers have the first five career anchors as noted in Table I. In addition, he found the need for a new career anchor, the "warrior".[15] The warrior is action/adventure oriented.

Schein believes that by studying Naval officers and their careers, the organization can increase their

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[12]Ibid., p. 127.

[13]Ibid., p. 125.

[14]C. B. Derr, More on Career Anchor Concepts: The Case of U.S. Naval Officers, Technical Report, Naval Postgraduate School, Monterey, California, September, 1979, pp. 2-3.

[15]Ibid., p. 13.

TABLE I

NAVY CAREER ANCHOR PROFILES (Sample - 124)

| Anchors | % of Sample |
|---|---|
| Managerial | 34 |
| Technical | 36 |
| Security | 16 |
| Autonomy | 4 |
| Creativity | 10 |

Source: C. B. Derr, More on Career Anchor Concepts: The Case of U.S. Naval Officers, Technical Report, Naval Postgraduate School, Monterey, California, September, 1979, p. 12.

productivity, retention and growth. This will enable better management of the organization's human resources.[16]

Driver (1977) develops four concepts of types of careers: transient, steady state, spiral and linear. These are then related to characteristics of careers. Dalton, Thompson and Price (1977) discuss the four career stages that professionals go through in a lifetime in a career. These are apprenticeship, craftsmanship, mentorship and spokesmanship. Levinson (1978) also describes and discusses in great detail the stages of a man's life and the factors which impact upon the individual in each stage.

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[16]C. B. Derr, A Theory and Research Instruments for Studying U.S. Naval Officer Careers, Technical Report, Naval Postgraduate School, August, 1977, p. 1.

All of these studies are of essential interest both to the individual Marine officer and the organization. They help to put the career problem in perspective and organize the problem solving methodology required to solve the career development dilemma.

## C. CAREER THEORY AND THE MARINE CORPS

Career theory as it relates to the Marine Corps officer is of interest here. Table II is a combination of Drivers' Career Concepts and Derr's evaluation of the same after observing Naval officers. Parallels and comparisons can be made between these concepts as they relate to career concepts in general and specific Marine officer career concepts.

Similarly, comparisons can be made between the career anchors of civilians and Naval officers as described by Schein and Derr and those of Marine officers. The type of people and organization involved are extremely similar.

As an individual progresses through his Marine career, there are many factors impinging upon his path which are independent of the path. Examples of these are the impact of a family, personal satisfaction, physical health and organizational politics.

The officer's family can very greatly affect the career planning of the individual. Separations during deployments have a great effect on the wife's feelings toward the service and even her spouse. An officer can feel his children

TABLE II

DRIVER'S CAREER CONCEPTS

| | Career Concept | (a) Choice Time | (b) Permanence | (c) Change Direction | (d) Central Motive | (e) Cognitive Style |
|---|---|---|---|---|---|---|
| (1) | Transient | continuous | yearly changes | usually lateral | independence | flexible |
| (2) | Steady State | youth | for life | none | security | decisive |
| (3) | Linear | youth | for life | upward mobility | achievement | hierarchic |
| (4) | Spiral | cyclical | 5-7 years | lateral mobility | growth | integrative |
| (5) | Second-career | mid-life | bi-lifetime | newness | growth/crisis, forced situation | searching |

(Derr's Addition)

Source: C. B. Derr, A Theory and Research Instruments for Studying U.S. Naval Officer Careers, Naval Postgraduate School, Monterey, California, August, 1977, p. 4.

are growing up without him. He feels he has lost influence on them and even on his wife. Further problems can develop if the wife desires to pursue her own career simultaneously with the officer's career. This has strong implications for both the Marine and the Marine Corps. A recent article in the Marine Corps Gazette by Lieutenant Colonel R. C. Madonna gives an excellent example of how these various factors impact on an officer at a very critical time in his life and career - age 40. This age also coincides with the officer's reaching the 20 year mark in his career, when he must decide whether to continue on in his Marine Corps career or opt for a second career.[17]

There are three critical decision points in a Marine officer's first 20 years in his career. The first comes at the end of his initial obligated service, between two-and-one-half and five years. He must decide whether he is satisfied with his career to date based on a basically small, narrow sample of what the whole career really is. His second critical point is between eight and 12 years. He is a little older, usually much more experienced and has a better idea of where he wants to go and do. This can either be in the military or civilian realm. If he chooses in favor of the Corps, his next critical choice comes at the 20-year mark.

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[17]R. C. Madonna, "Mid-Career Transition: Taking Care of Our Own," Marine Corps Gazette, January 1981, pp. 43-50.

He has a pretty good idea of how much further he can expect to go in the Marine Corps. At the same time, he is at peak (whether actual or perceived) age and experience for entering the civilian labor market. Demographics of the future may not favor the military officer's current ease of entry into the civilian labor movement.[18] However, even in the future, a highly competent military officer with 20 years experience in managing in stressful situations will still be a valuable commodity.

After the decision to stay beyond the 20-year mark, the critical decisions probably come after every successive promotion board that the officer is considered by. These would be the colonel's board at 21-22 years and then the brigadier general board at 24-26 years. During the decision-making process, all the same variables come into play that did when the officer was younger, but by this time family and other considerations probably do not have as large an impact as they once did. Job satisfaction and belief in the importance of one's contribution to the Corps have the most importance.

These are but a few of the many factors which an individual officer and the Marine Corps must come to grip with in the career development field.

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[18]Business Week, "Americans Change," in Managing Career Development, ed. Marilyn A. Morgan (New York: Van Nostrand Reinhold Company, 1980), pp. 25-38.

D. SPECIALIST VS. GENERALIST

Prior to World War II, when the world in general and the military profession specifically were relatively simple, it was easy to consider every Marine a rifleman and every Marine officer an infantry leader. The size of the Marine Corps alone made things simpler. Weapons were not as technologically advanced as they are presently. Warfare did not progress at the pace that it does now. Wars can be decided in an hour, days or weeks.

All this points to the need for specialists in fields who know their jobs totally and provide for maximum efficiency and effectiveness. At the same time, the Corps needs generalists who are familiar enough with the specialties (or are at least smart enough to know who to go to and ask questions) to be able to employ them all to accomplish the mission at hand.

As the name implies, generals are generalists. Although they have a specific MOS which accounts for more duty assignments than in another specialty, they have in most cases chosen an MOS which has enabled them to participate in military affairs in a general way. This will become more obvious in the next chapter when career patterns of generals are studied.

There is a need for specialists and generalists in the Marine Corps, and there are both. Limited Duty Officers

(LDO's) are examples. In the last couple of years, MOS's which were considered LDO MOS's have opened up for line officers. Theoretically, an officer who has spent the majority of his time in the administrative, motor transport or public affairs field can become a general. This possibility assumes that general officer rank is considered a successful career mark. Neither of the above possibilities are very likely. The Marine Corps does not need administrators to fight wars. And lieutenant colonel or colonel is generally considered a successful career. The latter, at a top rank, is certainly a distinct likelihood for specialty officers.

The Marine Corps would never come out and say that, though. It is a stated policy that everyone has the same opportunity for promotion as the next officer. Although guidance is given that an officer should not specialize, the system of officer distribution and the needs of the Marine Corps require it to some degree in certain areas. Marine officers are not promoted by MOS; all officers are considered regardless of MOS shortages or overages except for certain exceptions in the supply and legal MOS. Theoretically, there could be a serious shortage in some critical MOS's although there rarely is. Whether this is a result of an equal distribution of quality officers in each MOS or a self-correcting feature agreed upon within promotion boards

(whose procedures are secret) is not known. More will be discussed about promotion boards later in this chapter.

Current policy allows for specialists at the senior ranks. These are officers who specialize as staff officers in certain areas of expertise and have basically accepted the fact that lieutenant colonel/colonel is their terminal rank. The Marine Corps needs officers like this and should openly give "official status" to these officers and the billets they fill. They are the organizational memory of the Marine Corps. Junior officers, still striving for stars, usually perceive these officers and the jobs they fill as positions filled by non-competitors (losers is too strong) who are waiting to retire. This is not a deserved perception, nor does it do justice to the many fine officers who fill these critical billets which keep the organization functioning. However, it is a perception and one which can be eased. Not every officer can rise to the top. Whether human nature, especially a strong ego, can accept this remains to be seen. The Marine Corps could do a lot to influence human nature in this regard.

The "Specialist vs. Generalist" debate is one which has gone on for years and one which will continue until an organizational policy is formulated which deals with the problem in an honest, realistic manner within the context of the current requirements of the Corps.

## E. THE MONITOR AND THE INDIVIDUAL OFFICER

This section will go into greater depth in its treatment of the importance of the monitor in relation to the officer's career than Chapter II did. As mentioned in that chapter, the monitor (assignment officer/detailer/etc.) has the most impact on an officer's career after the individual officer himself.

The monitor is the officer's interface with the assignment system. The monitor is the mentor who knows the assignment system and what current thinking is with regard to "career enhancing" assignments, traits needed by officers in specific duties, experience required to perform in assignments, etc. He should know the individual officer's goals, capabilities and previous billet assignments. Balancing the Marine Corps needs with the needs of the officer is his most important job.

The easier of the two tasks is knowing the Marine Corps' needs. This does not mean that it is an easy task, just easier than dealing with hundreds of individual officers. The monitor learns the needs of the system from observing hundreds of assignments and evaluating the effects. The process of internal organizational politics has its influence on the monitor's data base of knowledge regarding assignments.

In order for the monitor to function as the "defender" of the officer's personal objectives, he must know them.

There must be continuous communication from the officer to the monitor with as much dialogue as possible between the two. The officer should make his goals and objectives known. If the monitor does not offer advice as to how these fit into the organizational scheme of things, the officer should not hesitate to solicit the frank comments of the monitor. He is in the best position to advise how realistic goals are in relation to the needs of the Marine Corps and the officer's past performance. Objectivity by both the monitor and the officer concerned cannot be overstressed.

The individual officer should keep himself up to date on such topics as projected overseas rotation dates, coast to coast transfers, professional military education opportunities, advanced educational opportunities, FMF (Fleet Marine Force) tours and particulars of any other programs which are of concern. Information on these topics and many others can be found in applicable Marine Corps Orders/Bulletins or through discussion with the monitor. It is extremely important for an officer to do his "homework" in this area.

The monitor cannot be all things to all men. The individual officer cannot always expect to get his first choice of duty assignments. He must have an understanding of the environment within which the monitor operates and the many competing demands which he must satisfy. The officer can maximize his chances of attaining his career objective by performing in an outstanding manner in all assignments,

enhancing his value to the service through advanced education, additional skill development and requesting duty preferences which are realistic.[19]

Performance is a key ingredient for success. This is the topic of the next section of this chapter.

## F. FITNESS REPORTS AND PROMOTION/SELECTION BOARDS

The USMC Fitness Report (1610) NAVMC 10835(6-71) and promotion boards are two of the most important items which affect the future of the Marine officer within the organizational structure. An officer must have a thorough knowledge of what these two items are and how they relate to him and his career.

The fitness report is the tangible tool which the Marine Corps uses to conduct personnel performance appraisal. Put simply, personnel performance appraisal is an evaluation of how well an officer has performed in a specific duty assignment. It has four major objectives:

1. Provide an officer feedback on his performance.
2. Provide the officer with the opportunity to evaluate his performance, evaluate his strengths and weaknesses, and take action to enhance his performance in the future.
3. Provide personnel managers with a tool to assist in career management and personnel assignments.
4. Provide promotion boards with the information required to determine promotion potential.[20]

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[19] Skinner, "Compiling the Slate,", p. 32.

[20] Lt. Col. D. S. Rilling, "Personnel Performance Appraisal - A Need for Change," Marine Corps Gazette, April, 1980, p. 49.

Figure 3 is the current fitness report form being used in the Corps. Much has been written about performance appraisal in the Marine Corps. Etnyre (1965) and Deselle and West (1965) provide good studies of the history of performance appraisal in the Corps, its role in career management and recommendations of how to improve the system. The Marine Corps Gazette averages roughly one to two articles per year on the subject, which is near and dear to the hearts of all Marines. An overall study of performance appraisal literature reveals that much has been written on how it should be done and the failings of various appraisal systems in both the military and civilian environment. Each branch of the U.S. Armed Forces has its own system and its own problems. The general consensus is that no system devised by humans to evaluate humans and overseen by humans is going to be perfect. A manageable system which meets the needs of the system has to be devised, continually evaluated, and revised/reformed as required.

The Marine Corps has a performance appraisal system as described above. It is not the intent of this section to praise or criticize the current system. Within the context of career planning, the performance appraisal system should be understood and used by the individual both to his advantage and to enhance his abilities to use the system when he implements it to evaluate and counsel his subordinates.

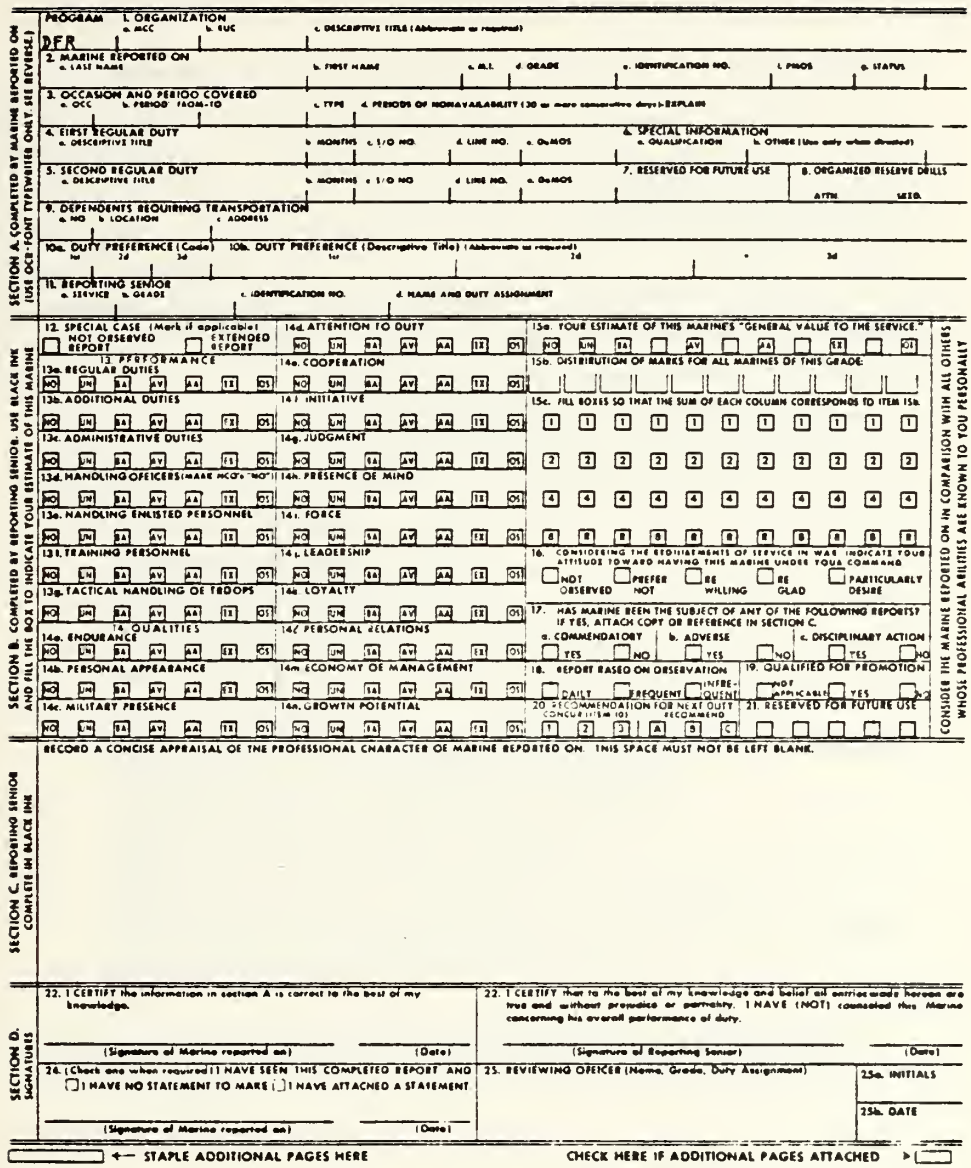
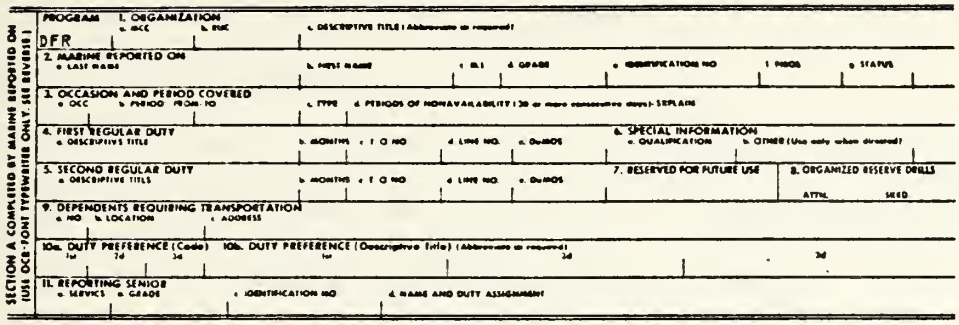

SECTION A. COMPLETED BY MARINE REPORTED ON (USE OCR-FONT TYPEWRITER ONLY. SEE REVERSE.)
PROGRAM
1. ORGANIZATION
a. MCC
b. SUC
c. DESCRIPTIVE TITLE (Abbreviate as required)
DFR
2. MARINE REPORTED ON
a. LAST NAME
b. FIRST NAME
c. M.I.
d. GRADE
e. IDENTIFICATION NO.
f. PMOS
g. STATUS
3. OCCASION AND PERIOD COVERED
a. OCC
b. PERIOD FROM-TO
c. TYPE
d. PERIODS OF NONAVAILABILITY (30 or more consecutive days)-EXPLAIN
4. FIRST REGULAR DUTY
a. DESCRIPTIVE TITLE
b. MONTHS
c. T/O NO.
d. LINE NO.
e. OccMOS
6. SPECIAL INFORMATION
a. QUALIFICATION
b. OTHER (Use only when directed)
5. SECOND REGULAR DUTY
a. DESCRIPTIVE TITLE
b. MONTHS
c. T/O NO
d. LINE NO.
e. OccMOS
7. RESERVED FOR FUTURE USE
8. ORGANIZED RESERVE DRILLS
ATTN
MED
9. DEPENDENTS REQUIRING TRANSPORTATION
a. NO
b. LOCATION
c. ADDRESS
10a. DUTY PREFERENCE (Code)
10b. DUTY PREFERENCE (Descriptive Title) (Abbreviate as required)
11. REPORTING SENIOR
a. SERVICE
b. GRADE
c. IDENTIFICATION NO.
d. NAME AND DUTY ASSIGNMENT
SECTION B. COMPLETED BY REPORTING SENIOR. USE BLACK INK AND FILL THE BOX TO INDICATE YOUR ESTIMATE OF THIS MARINE
12. SPECIAL CASE (Mark if applicable)
NOT OBSERVED REPORT
EXTENDED REPORT
13. PERFORMANCE
13a. REGULAR DUTIES
13b. ADDITIONAL DUTIES
13c. ADMINISTRATIVE DUTIES
13d. HANDLING OF OFFICERS (MARK NCO's "NO")
13e. HANDLING ENLISTED PERSONNEL
13f. TRAINING PERSONNEL
13g. TACTICAL HANDLING OF TROOPS
14. QUALITIES
14a. ENDURANCE
14b. PERSONAL APPEARANCE
14c. MILITARY PRESENCE
14d. ATTENTION TO DUTY
14e. COOPERATION
14f. INITIATIVE
14g. JUDGMENT
14h. PRESENCE OF MIND
14i. FORCE
14j. LEADERSHIP
14k. LOYALTY
14l. PERSONAL RELATIONS
14m. ECONOMY OF MANAGEMENT
14n. GROWTH POTENTIAL
NO UN BA AV AA EX OS
15a. YOUR ESTIMATE OF THIS MARINE'S "GENERAL VALUE TO THE SERVICE."
15b. DISTRIBUTION OF MARKS FOR ALL MARINES OF THIS GRADE:
15c. FILL BOXES SO THAT THE SUM OF EACH COLUMN CORRESPONDS TO ITEM 15b.
16. CONSIDERING THE REQUIREMENTS OF SERVICE IN WAR INDICATE YOUR ATTITUDE TOWARD HAVING THIS MARINE UNDER YOUR COMMAND
NOT OBSERVED
PREFER NOT
BE WILLING
BE GLAD
PARTICULARLY DESIRE
17. HAS MARINE BEEN THE SUBJECT OF ANY OF THE FOLLOWING REPORTS? IF YES, ATTACH COPY OR REFERENCE IN SECTION C.
a. COMMENDATORY
b. ADVERSE
c. DISCIPLINARY ACTION
YES NO
18. REPORT BASED ON OBSERVATION
DAILY
FREQUENT
INFREQUENT
19. QUALIFIED FOR PROMOTION
NOT APPLICABLE
YES
NO
20. RECOMMENDATION FOR NEXT DUTY
CONCUR WITH ITEM 10a
RECOMMEND
1 2 3 A B C
21. RESERVED FOR FUTURE USE
CONSIDER THIS MARINE REPORTED ON IN COMPARISON WITH ALL OTHERS WHOSE PROFESSIONAL ABILITIES ARE KNOWN TO YOU PERSONALLY
SECTION C. REPORTING SENIOR COMPLETE IN BLACK INK
RECORD A CONCISE APPRAISAL OF THE PROFESSIONAL CHARACTER OF MARINE REPORTED ON. THIS SPACE MUST NOT BE LEFT BLANK.
SECTION D. SIGNATURES
22. I CERTIFY the information in section A is correct to the best of my knowledge.
(Signature of Marine reported on)
(Date)
22. I CERTIFY that to the best of my knowledge and belief all entries made hereon are true and without prejudice or partiality. I HAVE (NOT) counseled this Marine concerning his overall performance of duty.
(Signature of Reporting Senior)
(Date)
24. (Check one when required) I HAVE SEEN THIS COMPLETED REPORT AND
I HAVE NO STATEMENT TO MAKE
I HAVE ATTACHED A STATEMENT
(Signature of Marine reported on)
(Date)
25. REVIEWING OFFICER (Name, Grade, Duty Assignment)
25a. INITIALS
25b. DATE
STAPLE ADDITIONAL PAGES HERE
CHECK HERE IF ADDITIONAL PAGES ATTACHED

FIGURE 3a.

CURRENT USMC FITNESS REPORT (1610) (front)




## GENERAL INSTRUCTIONS

1. This form is designed for use with optical character recognition (OCR) equipment. Do not fold or mutilate. Section A must be prepared by typewriter using a USASI Type-A standard character set for OCR. Typing must be double spaced, in correct alignment and in capital letters. When an OCR typewriter is not available, use the alternate section A above. Section B must be completed in black ink or black felt pen. Each completed block must be filled with an "X" that touches each corner of the block. No mark is to appear outside the boundaries of the block.

a. Abbreviations shown in marking boxes stand for the following:

- NO NOT OBSERVED (Insufficient opportunity to evaluate.)
- UN UNSATISFACTORY (Unacceptable performance.)
- BA BELOW AVERAGE (Below the generally accepted standard.)
- AV AVERAGE (Qualified to the generally accepted standard.)
- AA ABOVE AVERAGE (Highly qualified.)
- EX EXCELLENT (Qualified to degree seldom achieved by others of grade.)
- OU OUTSTANDING (One of the clearly superior individuals of his grade known to the reporting senior.)

b. Definitions of qualities listed in item 14:

ENDURANCE (Physical and mental ability for carrying on under fatiguing conditions.)
PERSONAL APPEARANCE (The trait of habitually appearing neat, smart and well-groomed in uniform or civilian attire.)
MILITARY PRESENCE (The quality of maintaining appropriate dignity and soldierly bearing.)
ATTENTION TO DUTY (Industry, the trait of working thoroughly and conscientiously.)
COOPERATION (The faculty of working in harmony with others, military and civilian.)
INITIATIVE (The trait of taking necessary or appropriate action on own responsibility.)
JUDGMENT (The ability to think clearly and arrive at logical conclusions.)
PRESENCE OF MIND (The ability to think and act promptly and effectively in an unexpected emergency or under great strain.)
FORCE (The faculty of carrying out with energy and resolution that which is believed to be reasonable, right or duty.)
LEADERSHIP (The capacity to direct, control and influence others and still maintain high morale.)
LOYALTY (The quality of rendering faithful and willing service and unswerving allegiance under any and all circumstances.)
PERSONAL RELATIONS (Faculty for establishing and maintaining cordial relations with military and civilian associates.)
ECONOMY IN MANAGEMENT (Effective utilization of men, money and materials.)
GROWTH POTENTIAL (The capacity for professional development.)

2. Supplementary pages may be attached as necessary to provide additional information including amplification of section C. Such pages must include the name and identification number of the Marine reported on, the period and occasion of the report, the item number or section being amplified, and the signature of the reporting senior. All such pages must be attached by staple to the space provided.

FIGURE 3b.

CURRENT USMC FITNESS REPORT (1610) (back)

The studies noted earlier and others listed on the bibliography of this thesis provide considerable information on the factors involved in actually completing fitness reports. Such "traps" as the leniency error, halo effect, central tendency, etc., must be understood by all involved in the appraisal system.

There are certain blocks on the fitness report which are extremely important in the view of promotion boards. These blocks are Regular Duties (13a), "General Value to the Service" (15a), Considering Requirements of Service in War,...(16) and Qualified for Promotion (19). An officer with less than an excellent in Blocks 13a and 15a is not competitive while anything other than Particularly Desire in Block 16 and Yes in Block 19 is considered the "kiss of death" to promotion aspirations. At least excellent marks (or better) in all other blocks of the report and strong positive comments in Section C are necessary to keep an officer competitive. The importance of the fitness report becomes obvious to the individual. Without "good" fitness reports, i.e., proven, quality performance, an officer need not worry about his career because he is probably not going to be around very long nor will he have to worry about duty assignment choices because he will not have much to choose from.

An idea of how keen the competition is can be deduced from Table III, which are the major statistics career planners

from HQMC were promulgating to the field during 1979. The two most important blocks on the fitness report are shown with the percentage of population by rank receiving "competitive" marks.

TABLE III

FITNESS REPORT DISTRIBUTION OF MARKS, 1979

| | General Value to Service | | | | Regular Duties | | |
|---|---|---|---|---|---|---|---|
| | OS | EX/OS | EX | OTHER | OS | EX | OTHER |
| CAPT. | 29% | 40% | 25% | 6% | 45% | 52% | 3% |
| MAJ. | 36% | 39% | 20% | 5% | 51% | 46% | 3% |
| LtCol. | 44% | 36% | 17% | 3% | 58% | 39% | 3% |

OS: Outstanding
EX/OS: Excellent to Outstanding
EX: Excellent

Source: HQMC Career Planner's Lecture, Spring, 1979.

From statistics such as these, an officer can get a feel for where he roughly stands among his contemporaries based on his fitness report marks. He becomes an informed individual who can better plan his career. The individual officer can better judge how to evaluate his subordinates and how he can write more meaningful fitness reports.

Another widely used and easily determined comparative statistic is "The Truth-teller" (TT). This is determined from fitness reports also. The "General Value to the Service" (Block 15) mark of each fitness report is recorded

and a count of how many officers graded with him (W), below him (B) and above him (A) is kept.[21] These numbers are substituted into the following equation:

$$TT = \frac{B + W}{B + 2W + A} \times 100$$

The resultant percentile is used to compare officers among each other. This has become an often used indicator when a large number of officers are being considered by a selection board.[22] The "truth-teller" is a "quick and dirty" method of comparison and is not the ultimate decider. It can be unrepresentative of an individual's relative standing among his peers either because the officer has had a number of fitness reports where he was "one on one", i.e., the only officer evaluated, or because the reporting senior bunched his officers in one category. In 1979, the following "truth-teller" percentiles were mentioned in career planning briefs, unofficially, as rough guides for an officer to judge his promotability:

Promotion to - MAJ = 60% +

LTCOL = 55 - 60% +

COL = 70 - 75% +

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[21]W. S. Walters, "An Analysis of Assignment Techniques and Predictor Variables Utilized by U.S. Marine Corps Ground Officer Assignment Section", M.S. Thesis, U. S. Naval Postgraduate School, Monterey, California, 1973, p. 30.

[22]Ibid., p. 31.

Officials are quick to point out that an officer's entire record is scrutinized and evaluated before a selection board takes action. Knowledge of the "truth-teller" and its general uses is a valuable tool to an officer who wants to judge his promotability and aid his efforts to plan his career.

This discussion naturally leads to promotion/selection boards and how they operate. The promotion process is generally cloaked in mystery. A partial reason for this is the fact that board members are not to discuss their deliberations.[23] This has usually resulted in officers who have sat on boards not saying anything about anything!

There have been two exceptionally good articles in the Marine Corps Gazette which should be read by every officer. Lieutenant Colonel Carl A. Shavers wrote "Giving Everybody a Fair Chance is the Goal of USMC Officer Promotion Planning" in the December, 1978, issue. Although some of the specific procedures he mentions have been modified by the Defense Officer Personnel Management Act of 1980 (DOPMA), the overview of the promotion planning system which he gives is worthwhile reading for each and every officer.

The second article is even more valuable since it describes the inner workings of a promotion board quite well. The article is "How a Promotion Board Works", written by

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[23]Heinl, Marine Officer's Guide, p. 264.

Major General Herbert L. Wilkerson and Lieutenant Colonel Peter R. McCarthy and published in November, 1977. The entire article is extremely valuable, but the second part provides information of particular interest to the officer planning his career. The authors provide observations on specific actions which should be taken by the individual officer who is being considered by a promotion board.

First, the individual should insure that all his fitness reports are in his file. This can either be done by reviewing the record at HQMC or by requesting a Fitness Report Brief from HQMC (Code MMCP). Action to fill gaps is delineated in MCO P1610.7_.[24]

Second, the officer should think before filling in the Duty Preference blocks on his fitness reports. He should put down career-enhancing choices which fit into a good career pattern. Advice on what is career-enhancing and what is a good career pattern can be obtained from seniors and career planners.[25]

Third, the officer should insure that a current photograph is in his jacket with the information required by current orders.[26]

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[24]MGen. H. L. Wilkerson and LtCol. P. R. McCarthy, "How a Promotion Board Works", Marine Corps Gazette, November, 1977, p. 57.

[25]Ibid., p. 57.

[26]Ibid., p. 60.

Lastly, the officer should be aware of the Board for Correction of Naval Records. If there are reports or other matters of a derogatory nature which have resulted in an injustice which can be substantiated, the officer should petition the board for removal of the material.[27]

The article also offers guidance to reporting seniors. Section B and Section C should agree. Section C should include specific examples of performance on duty. Reports should be submitted on time. The last item is especially pertinent to this thesis. That is the guidance that reporting seniors and reviewing officers should insure so that good career patterns and preference of duty choices are being chosen by their subordinates.[28]

A final point about promotion boards is brought out. The promotion board is tasked with choosing those officers best qualified to assume the next higher rank without regard to MOS. The usual guidance given is to have briefers brief each officer's file assigned objectively with recorded and factual information only. "If any officer (briefer) has personal knowledge concerning the potential performance of an individual, that officer has the responsibility to inform the board."[29]

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[27]Ibid., p. 60.
[28]Ibid., p. 60.
[29]Ibid., p. 52.

This leads to the final section of this chapter which discusses how all the factors discussed previously contribute to the officer choosing a career planning strategy.

## G. CAREER PLANNING STRATEGIES

The topics discussed to this point in this study are bits and pieces, fragments or variables which are meaningful only when tied together in a career planning strategy which meets the goals set by the individual officer. There are three basic strategies which the officer can choose. They are time-dependent and have evolved in response to congressional legislation regarding retirement and complicated sociological patterns. The three strategies are titled as follows:

1. Going for the Stars
2. Twenty and Out
3. Hedging

### 1. Going for the Stars

This strategy is the most straightforward and easiest to follow. The officer has set flag rank as his goal and seeks to make himself a valuable asset to the Marine Corps. He does this by seeking to achieve "a broad background through diversification of assignments during the company grade and early field grade period. An officer should not not expect repeat tours in similar non-FMF billets, but should seek a balance of duty in command and staff

assignments".[30] Tied in with this must be attendance at appropriate level professional schools and a master's degree. The officer seeks duties which make him a true generalist. He must do well at everything he undertakes. Outstanding performance in the most challenging and demanding duties is a must. These would include combat, command, joint staffs and independent duty.

There is not a specific list of duties, a set career pattern, but there are a general set of gates which an individual must go through to achieve flag rank. This will become more obvious in the next chapter when the career patterns of current general officers are analyzed.

The key to this strategy is demonstrated outstanding performance in assignments which continually broaden and educate the officer as he enhances his value to the service. This strategy is considered the most prevalent one followed by Marine officers. Further research utilizing questionnaires can be conducted to bear this out.

2. Twenty and Out

This strategy is chosen by the officer who for one reason or another, discussed in Chapter I, has decided he will retire after 20 years service and start a second career. He follows the strategy of the officer "Going for the Stars" at least until he achieves tenure upon promotion to major.

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[30] MOS Manual, p. 1-4.

After this, he begins opting for duty assignments and duty stations which contribute to his plans for his second career. The number of officers who are firmly committed to this course of action is thought to be relatively small.

3. Hedging

Hedging is a mix between "Going for the Stars" and "Twenty and Out". The officer tries to plan his career so that he is ideally placed to choose either option at the 20 year mark. Again, he must follow the same basic plan as delineated in the first strategy while preparing for a possible career change. This is not as difficult a strategy to follow as appears at first sight. It is a psychological variation of the first strategy. It does have serious implications for the Marine Corps, though. If officers waiver in their commitment to the "Path to the Stars" for any of a multitude of reasons, and are confident that they can transition to a second career, they will probably opt for the second career. This would account for the majority of the increase in attrition of lieutenant colonels which the Marine Corps is currently experiencing."[31]

H. SUMMARY

This chapter has discussed a number of career development issues which are of concern to a Marine officer who is

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[31]Lt. Col. D. J. Myers, "Early Retirements Remain a Problem", Marine Corps Gazette, June, 1980, pp. 59-62.

interested in planning his career. In the broader sense, they are issues of concern in the organizational career development process in the Marine Corps. The issues discussed are not all inclusive nor has the discussion been complete. They do serve as a point of departure for further thought by officers concerned with personal and organizational career development.

The next chapter will provide an opportunity for the reader to see how many of these abstract ideas and issues are translated into practical, real-world examples of career patterns. Data on career patterns of current general officers in the Marine Corps will be presented and analyzed.

## IV. SUCCESSFUL CAREER PATTERNS AND ANALYSIS

### A. PURPOSE

The previous chapters of this thesis have pointed out the importance of career development to the officer corps of the Marine Corps. The need for an understanding of career development and what it is both from the officer's and the Marine Corps' point of view has been stressed. The most critical issues which need airing, understanding and emphasis/solution have been presented. This chapter will present and evaluate practical, real-world examples of career development in practice. It is intended as a first, tentative step in providing useful information to Marine officers so they can have a better understanding of what career patterns there are in the Corps and which assignments and duties are considered most demanding and rewarding if the officer's career goal is general officer rank. It would obviously apply to rank goals which fall short of flag rank.

A general caveat is necessary at this point. There is not a "ticket" or checklist which is guaranteed to result in career success. Observations and conclusions on what assignment or duty is important can be made but they will not hold true in any and all careers. Career development is an art, not a science. Quality, maximum performance

throughout a career, regardless of assignment is the most important key to potential success. Despite current policy and the prevailing philosophy at HQMC that there is no such thing as a career pattern, it is considered that the information obtained from the research for this thesis is pertinent and of value to Marine officers seeking to develop their careers.

## B. RELATED STUDIES

There have been a number of excellent studies in the military officer career development field which have value and relevancy to Marine officers. Derr (1977, 1979, 1980) has done a considerable amount of research in basic U.S. Navy officer career development issues. Perry and Selgelid (1976) studied Naval supply officer duty assignments as they related to promotion to lieutenant commander through captain. Robertson and Pass (1979) also studied the effects of duty assignments on career development. They found that junior Naval surface warfare officers placed a high degree of emphasis on obtaining "career enhancing" duty assignments. They found a distinct relationship between the two. Anderson and Cooper (1976) and Brochu (1978) related promotion success of Naval officers to psychological factors and specific responses to organizational requirements.

The only Marine-oriented study discovered was by Walters (1973). He developed a performance index which was based on

fitness report markings in "Value to the Service", "Desire to Have This Officer in Combat", and "Performance of Duty" weighted for time covered by this report. These performance indices were used for future assignments. The performance index was also determined for selectees and non-selectees for promotion to artillery major and captain in FY 73. This index could be as good a guide for rough determination of competitiveness as the "truth-teller" is.

Campbell (1979) and Morris (1980) conducted particularly interesting studies in the Naval surface warfare officer community and the VP (maritime Patrol) aviation community, respectively. Historical billet and career path analysis was conducted to examine command/promotion selection probabilities. Morris' use of Bayes' Theorem for conditional probability analysis resulted in probability of selection based on prior assignments completed.

Parish's (1979) study was similar to the two noted above. He studied the relation between billet history and commission source as they related to promotion to commander in the Navy. The strongest predictors of promotion were found to be having been assigned CO/XO billets, billets at sea, and billets utilizing Navy subspecialties. He noted a definite relation between promotion and a USNA/NROTC commissioning source. His final conclusion was that the individual officer must understand the effects of those

factors that influence promotions in order to adapt his career development to meet career goals.[32]

Mylander, in her book The Generals, took an exhaustive look at the officer development process in the U.S. Army. Her analysis of how to become a general has many similarities to the process in the Marine Corps or any of the services, for that matter. The book provides interesting and insightful reading for anyone concerned with military officer career development. APPENDIX B presents dos and don'ts for potential Army generals. They can be adapted to Marine officer career development.

C. METHODOLOGY

The basis for this phase of research was biographical sketches on each of the 65 general officers on active duty in the Marine Corps on 1 February, 1981. Two examples of these biographies are presented in APPENDIX C. These biographies were provided by the Division of Information at HQMC. HQMC receives them from the individual Marine generals who have prepared and/or approved the preparation of the biographies from their official record of service. They are prepared for press releases and other public affairs-type events. A common use is for introduction of the generals at official and public events.

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[32]George R. Parish, "The Relation of Naval Officer Promotion to Commission Source and Billet History", M.S. Thesis, Naval Postgraduate School, Monterey, California, 1979, p. 48.

The biographies were used for a number of reasons. Since this thesis was the first research of its kind which attempted to look at career patterns and career development of Marine officers, there was no readily available data source or Marine agency interested in the research. Attempts to obtain specific career data for a sample of officers between the rank of major and colonel from official records held at HQMC were unsuccessful due to manpower shortages, higher priority requests, concern for privacy or lack of interest in the value of the project. This precluded a detailed analysis of the type conducted in many of the studies noted earlier. After requesting and obtaining the general officer biographies, it was determined that they had the information necessary to provide valuable insight and useful guidance in the Marine officer career development field. The biographies are an expression of what each general thought was important in his career and what contributed to his success. Some biographies are quite detailed and specific, others are less so. They all, however, contribute to providing a picture of career development patterns in the Marine Corps, as will be shown.

Each general's biography was manually broken down into assignments held by rank and type. All assignments held from commissioning as second lieutenant through selection for promotion to brigadier general were considered. There

were five major types of assignment. These were command (CO or XO), staff duty, schools attended, independent duty and other. From these, the statistics that are provided in the tables in the next section of this report were developed. More detailed, numerous, complete and specific data could be submitted to more rigorous analytical methods than conducted in this study. That is certainly an area for follow-up research. The generals were studied as a composite group although distinctions in certain areas are made between ground officer career patterns and aviation officer career patterns. A study of each group's career pattern by itself would also be an area for further study.

D. GENERAL OFFICER CAREER PATTERN ANALYSIS

The first observation on career patterns is the great number of general officers who served as enlisted Marines prior to commissioning. As can be seen in Table IV, fully a third of all generals had enlisted time other than as reserve sergeants in OCS/PLC. A total of 41 were commissioned via OCS/PLC.

Table V provides data on the primary MOS's of the generals prior to promotion to colonel when they are assigned MOS's as either ground or aviation. Infantry and aviation officers have a distinct advantage in rising to higher rank. While infantry and aviation MOS's have the most officers, it would be probable that the other MOS's would have a better

TABLE IV

COMMISSIONING SOURCE

| SOURCE | NUMBER (PERCENTAGE) |
|---|---|
| *EX-ENLISTED | 22 (33.8%) |
| OCS/PLC | 41 (63.1%) |
| NAVCAD | 10 (15.4%) |
| NROTC | 6 ( 9.2%) |
| USNA | 5 ( 7.7%) |
| OTHER | 2 ( 3.1%) |

NOTE: NUMBER (PERCENTAGE) MAY NOT EQUAL 65 (100%) DUE TO ROUNDING OR INCOMPLETE DATA

*ENLISTED MARINES PRIOR TO ENTERING A COMMISSIONING PROGRAM

TABLE V

PRIMARY MOS OF GENERAL OFFICERS

| MOS | | NUMBER (PERCENTAGE) |
|---|---|---|
| INFANTRY | (03) | 33 (50.8%) |
| ARTILLERY | (08) | 3 ( 4.6%) |
| AMPHIBIAN TRACTOR | (18) | 1 ( 1.5%) |
| SUPPLY | (30) | 4 ( 6.2%) |
| LAW | (44) | 1 ( 1.5%) |
| AVIATOR | (75) | 23 (35.4%) |

representation than they do. It would be interesting to compare the six to ten year groups represented by the current general officer population and determine the selection/non-selection percentages by MOS at each rank. Only then would Table V provide detailed information. To put these figures in perspective, it is interesting to note that in the 1981 Colonel selection board, there were 18.4% infantrymen eligible while 34% of those selected were infantrymen; 10.4% of those eligible were artillerymen with 9% of selectees; and aviation accounted for 16.2% of eligibles with 30% of selectees. These statistics were provided by HQMC.

The education statistics in Table VI indicate a BA/BS is a "requirement" for advancement. The importance of having a postgraduate degree is also noticeable, with approximately 72% having at least one master's degree. Several officers had two advanced degrees. Advanced degrees have often been indicated to be a plus in an officer's record.

Command has often been considered as THE indication of an officer's ability, the ultimate challenge which is considered most important in promotion board deliberations. Performance as a commander in combat is a particularly important indicator of promotability if not the most heavily weighted. Table VII appears to bear out the importance placed on command either by successful officers or promotion boards, or both. Command at all three levels in the FMF is

TABLE VI

CIVILIAN EDUCATION

| DEGREE | NUMBER (PERCENTAGE) |
|---|---|
| BA/BS | 63 (96.9%)* |
| MA/MS | 47 (72.3%) |
| PH.D. | 1 ( 1.5%) |
| LLB. | 1 ( 1.5%) |

*ALTHOUGH ONLY 63 GENERALS SPECIFICALLY NOTED THEY HAD A BA/BS IN THEIR BIOGRAPHIES, IT IS PRESUMED ALL 65 HAVE A COLLEGE DEGREE.

TABLE VII

COMMAND

| TYPE | NUMBER (PERCENTAGE) |
|---|---|
| CO/BTRY (NON-COMBAT) | 38 (58.5%) |
| CO/BTRY (COMBAT) | 6 ( 9.2%) |
| BN/SQDN (NON-COMBAT) | 38 (58.5%) |
| BN/SQDN (COMBAT) | 37 (56.9%) |
| REGT/MAG/FSSG/MAU (NON-COMBAT) | 30 (46.2%) |
| REGT/MAG/FSSG/MAU (COMBAT) | 9 (13.8%) |
| BN/SQDN XO | 31 (47.7%) |
| REGT/MAG/MCAS XO | 20 (30.8%) |
| CO, AMPHIBIOUS WARFARE SCHOOL | 3 ( 4.6%) |
| CO, THE BASIC SCHOOL | 3 ( 4.6%) |
| CO, OFFICER CANDIDATE SCHOOL | 2 ( 3.1%) |
| CAMP/MCAS | 5 ( 7.7%) |
| DIRECTOR, MARINE CORPS DISTRICT | 3 ( 4.6%) |

a desirable goal, although not a requirement. Many generals missed command at battalion level and commanded a regiment. The majority had command at battalion level and missed regimental command due to fewer commands for colonels, shorter time-in-grade for colonels and also fewer opportunities for transfers. Most ground generals had more than one command at either company or battalion level. The usual advice given, which is brought out in the biographies, is seek as much command as possible. Of course, successful tour completion is compulsory. Taking into account time, year group and opportunity probabilities, it could be theorized that command of Officer Candidate School, The Basic School, of the Amphibious Warfare School as a colonel is a good indication of promotion potential.

Tables VIII, IX, and X provide insight into the importance of staff duty in an officer's career. Staff duty was predominantly at HQMC and Fleet Marine Force (FMF) commands which was expected. Experience in operations and training was the most common type of duty. Some generals seemed to stay in one area of staff expertise while others had a variety of different types of duty at different staff levels. The significance of over 50% of aviation generals being selected while assigned to the staff at HQMC is worth further study. Most generals had their first duty at HQMC as lieutenant colonels. Fourteen had a second tour and two had a third tour at HQMC as colonels. Popular belief and general

TABLE VIII

STAFF DUTY,

HEADQUARTERS MARINE CORPS

| MOS | | *NUMBER (PERCENTAGE) |
|---|---|---|
| GROUND | (TOTAL: 42) | 30 (71.4%) |
| AVIATION | (TOTAL: 23) | 21 (91.3%) |
| GRD/AVIATION | (TOTAL: 65) | 51 (78.5%) |
| SELECTED FOR BRIGADIER GENERAL WHILE ASSIGNED TO HQMC | | |
| GROUND | | 7 (16.7%) |
| AVIATION | | 11 (52.4%) |

*DUE TO INCOMPLETE DATA, THESE ARE MINIMUM FIGURES.

TABLE IX

TYPE OF STAFF DUTY,

HEADQUARTERS, MARINE CORPS

| TYPE | | NUMBER (PERCENTAGE) |
|---|---|---|
| PERSONNEL | (G-1) | 15 (23.1%) |
| INTELLIGENCE | (G-2) | 2 ( 3.1%) |
| OPERATIONS | (G-3) | 25 (38.5%) |
| LOGISTICS | (G-4) | 13 (20.0%) |

NOTE: FOUR OFFICERS HAD MORE THAN ONE TYPE DUTY IN SUBSEQUENT TOURS AT HQMC.

TABLE X

TYPE OF STAFF EXPERIENCE AT COMMANDS OTHER THAN HQMC

| TYPE | BN/REGT/SQDN/MAG NUMBER (PERCENTAGE) | BDE/DIV/WING/FMF/ MAF/MCDEC/BASE NUMBER (PERCENTAGE) |
|---|---|---|
| PERSONNEL (S/G-1) | 9 (13.8%) | 2 ( 3.1%) |
| INTELLIGENCE (S/G-2) | 5 ( 7.7%) | 4 ( 6.2%) |
| OPERATIONS/ TRAINING (S/G-3) | 50 (76.9%) | 39 (60.0%) |
| LOGISTICS (S/G-4) | 22 (33.8%) | 15 (23.1%) |
| UNSPECIFIED | 10 (15.4%) | 12 (18.5%) |
| CHIEF OF STAFF | ------- | 12 (18.5%) |

OTHER IMPORTANT STAFF EXPERIENCE

| TYPE | NUMBER (PERCENTAGE) |
|---|---|
| JOINT STAFF | 42 (64.6%) |
| AIDE/STF SEC/MIL SEC/ EXEC ASST TO MILITARY FLAG OFFICER | 24 (36.9%) |
| CIVILIAN OFFICIAL | 6 ( 9.2%) |

guidance has been for officers to avoid duty in intelligence staff positions. This tendency was brought out statistically. This may be an example of a self-fulfilling prophecy. Performance on joint staffs has always been considered an important determinant of future promotion potential. Lieutenant Colonel Partlow's research in "Performance and Preparation: Senior Uniformed Officers in Joint Assignments" provides a good reference on joint staff tours and their importance to the services and the country. DOD Directive 1320.5 of 1978 requires every officer selected for brigadier general or rear admiral to have served a joint tour. Although the data available did not support Marine Corps compliance with this directive, it is assumed that the data were incomplete. Every officer seeking promotion to general should serve at least one successful joint tour.

Over one-third of the general officers had at least one tour as an aide, staff secretary, etc., to a general officer or other high ranking DOD official. Tours such as this are extremely beneficial not only from the high profile nature of the duty and meeting people who can be influential in one's career but also from the standpoint that an officer becomes familiar with high-level decisionmaking and learns how the bureaucratic system (service and DOD) operates. This can be personally as well as professionally rewarding.

Professional Military Education (PME) and funded advanced degree programs were examined in Table XI. It is best to

TABLE XI

PROFESSIONAL MILITARY EDUCATION,

SPECIAL EDUCATION/ADVANCED DEGREE PROGRAM

| TYPE | | NUMBER (PERCENTAGE) |
|---|---|---|
| CAREER LEVEL SCHOOL | (CLS) | 30 (46.2%) |
| INTERMEDIATE LEVEL SCHOOL | (ILS) | 26 (40.0%) |
| TOP LEVEL SCHOOL | (TLS) | 61 (93.8%) |
| SEP/ADP | | 13 (20.0%) |

BREAKDOWN BY MOS/SCHOOL

| | CLS | ILS | TLS | |
|---|---|---|---|---|
| GROUND OFFICERS | - | - | 6 | 6 OFFICERS ATTENDED TLS ONLY |
| | 3 | 3 | 3 | 3 OFFICERS ATTENDED ALL 3 LEVELS OF SCHOOL |
| | - | 12 | 12 | 12 OFFICERS ATTENDED ILS & TLS |
| | 18 | - | 18 | 18 OFFICERS ATTENDED CLS & TLS |
| | 1 | - | - | 1 OFFICER ATTENDED CLS ONLY |
| AVIATION OFFICERS | - | - | 6 | 6 OFFICERS ATTENDED TLS ONLY |
| | 2 | 2 | 2 | 2 OFFICERS ATTENDED ALL 3 LEVELS OF SCHOOL |
| | - | 8 | 8 | 8 OFFICERS ATTENDED ILS & TLS |
| | 6 | - | 6 | 6 OFFICERS ATTENDED CLS & TLS |
| | - | 1 | - | 1 OFFICER ATTENDED ILS ONLY |

attend as many schools as possible after proper FMF command and staff tours. There is much concern among current Marine officers that if they are not selected for top-level school as lieutenant colonel/junior colonel they are no longer competitive. This study gives credence to that perception. The general officer who has not had top-level school is the rare exception to the rule. The Special Education and Advanced Degree Programs (SEP/ADP) are relatively new in the Marine Corps, but a surprising 20% of general officers received their advanced degrees from these programs. This is a larger percentage than there are SEP/ADP trained officers in the Marine Corps. Participation in the program would appear to enhance an officer's value to the service and promotion potential.

Table XII is a listing of the types of independent duty general officers had during their careers. The interesting figures are those for recruiting and instructor duty. There is a noticeable paucity of generals with enlisted Marine recruiting experience. It will be interesting to see what effect the current emphasis on recruiting in the all-volunteer environment has on this statistic. Over half of the generals had instructor duty of some type. That type of duty has not received much attention in career planning literature or official career planning guidance.

TABLE XII

INDEPENDENT/MISCELLANEOUS DUTY

| TYPE | NUMBER (PERCENTAGE) |
|---|---|
| RECRUITING | |
| OSO | 6 ( 9.2%) |
| RECRUITING STA | 2 ( 3.1%) |
| MARINE BARRACKS | 17 (26.2%) |
| MARINE CORPS DISTRICT | 5 ( 7.7%) |
| INSPECTOR/INSTRUCTOR | 13 (20.0%) |
| MARINE OFFICER INSTRUCTOR/ SERVICE ACADEMY INSTRUCTOR | 13 (20.0%) |
| INSTRUCTOR AT MILITARY SCHOOL (AWS, C+SC, FLT SCOL, ETC.) | 33 (50.8%) |
| SEA DUTY | |
| MARINE DETACHMENT | 11 (16.9%) |
| FLEET MARINE OFFICER | 4 ( 6.2%) |
| AMPHIBIOUS SQDN | 1 ( 1.5%) |
| ATTACHE/MAAG/ADVISOR FOREIGN EXCHANGE OFFICER | 14 (21.5%) |
| MARINE CORPS RECRUIT DEPOT | 13 (20.0%) |

Table XIII is a listing of personal awards and decorations received by the general officers. It is obviously advantageous to have bravery and exceptional performance of duty officially noticed. The number of officers who received the Legion of Merit indicates that recognition often comes at the rank of lieutenant colonel/colonel.

## E. CONCLUSIONS ON CAREER PATTERNS

The current thought prevalent in the Marine Corps is that there is no career pattern per se, no progression of assignments that one can point to and say that it will lead to promotion to general officer. Within very narrow and closely defined parameters, that perception is correct. There is no list of specific assignments A-B-C-D-E-F, etc., which will guarantee promotion to general. There are too many personalities, unknowns, variables and political factors within the Marine Corps organization and throughout an officer's career to say there is any set formula or progression of assignments which will guarantee success, i.e., flag rank if that is an officer's goal.

However, dissection of 65 careers and examination of the statistics derived from them as exhibited in Tables IV-XIII definitely show trends and common threads that can and should be considered a career pattern. There are certain types of assignments that are more likely to give an officer the generalist experience he needs to improve his chances

TABLE XIII

PERSONAL AWARDS AND DECORATIONS

| AWARD/DECORATION | NUMBER (PERCENTAGE) |
|---|---|
| NAVY CROSS | 3 ( 4.6%) |
| LEGION OF MERIT | 46 (70.7%) |
| SILVER STAR | 13 (20.0%) |
| DISTINGUISHED FLYING CROSS | 17 (26.0%) |
| BRONZE STAR | 36 (55.4%) |
| AIR MEDAL | 20 (30.8%) |
| MERITORIOUS SERVICE MEDAL | 20 (30.8%) |
| NAVY/ARMY/AF COMMENDATION MEDAL | 25 (38.5%) |
| JOINT SERVICE COMMENDATION MEDAL | 10 (15.4%) |

for promotion. Rank and rotation policy are the major determinants of the sequence in which an officer completes the assignments. The career pattern is a balanced alternating of staff and command duty with emphasis on FMF duty. Command of a company/battery as a captain ground officer with staff duty before and after is required. Attend career level school. Staff duty at HQMC as a major is good experience with attendance at intermediate level school or a tour as an instructor at a military school sandwiched in between. Command of a squadron/battalion, attendance at a top level school, staff duty at HQMC, and a joint staff tour as a lieutenant colonel/colonel are important and will maintain competitiveness. Sometime during the process obtain a master's degree and try to serve a tour as an aide or personal assistant to a high ranking military or civilian official. This career pattern, appropriately adapted for aviation specialty assignments, is depicted in Figure 4. It appears that one tour in a mediocre duty assignment such as special services officer or as an athletic coach is not detrimental below the rank of major. At least three generals also had gotten out of the Marine Corps as junior officers. This has often been considered a cause for non-selection for promotion. Obviously, that is a false myth.

One interpretation of the above paragraph could be summed up in the expression "ticket punching". That term

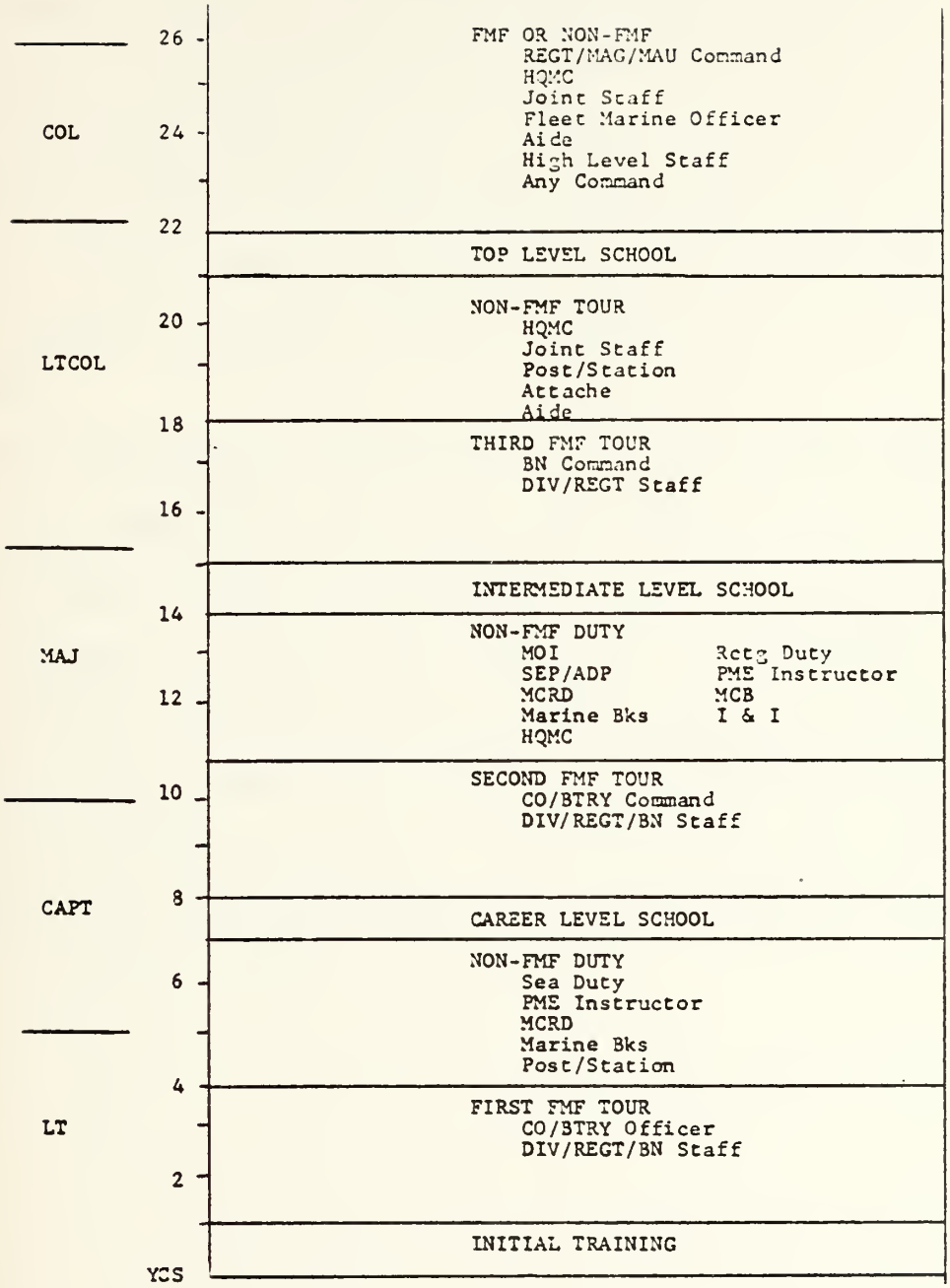


FIGURE 4.

MARINE OFFICER CAREER PATTERN

has managed to gain a negative connotation. What it really is is following a path laid down by the system to enhance an officer's value to the organization while gaining the experience the system feels is necessary to successfully lead it. The leadership has a tendency to self-perpetuate itself by choosing new members who have had similar experiences. It would seem logical to utilize the knowledge about the careers of general officers in order to pattern future careers.

The information presented in this chapter has shown that there is a definable, general career path within the Marine Corps which can lead to promotion to general officer. There are a number of "forks" and "side trips" in the path where the officer can choose from a variety of types of duty. There is no guarantee for success, and innumerable factors which can preclude success. But there <u>is</u> a path, and knowledge of it can be very beneficial to the officer who uses it to plan his career.

## V. THE MARINE CORPS OFFICER'S CAREER GUIDEBOOK AND THE CAREER NEWSLETTER

### A. INTRODUCTION

It is generally accepted that the United States and her military forces are in one of the most critical phases of American history. The relative danger to our country and its way of life is probably greater than at any time in our past. The technology of the times and our enemies' avowed plan to subjugate us have made America particularly reliant on her military. At the same time, economic and social factors have caused many changes in our military system.

The United States Marine Corps, as one portion of the Armed Forces of the United States, faces the many challenges posed by the major factors mentioned in the preceding paragraph. Many problems could be enumerated and studied in the broad context of the crises facing the country and the Marine Corps. This chapter intends to look at one "grass-roots" problem which is fundamental to the survival of the Corps as a preeminent fighting force and perhaps the Corps' role in the ultimate survival of America. That problem is the need for a competent, professional officer corps which can lead a strong Marine Corps.

Is there a problem in the officer corps of the Marines? Based on recent studies, writings in professional journals and observations from ten years of service as a Marine Officer, there is. That problem is the lack of a clear, viable dynamic career development program which can develop a strong, professional officer corps and can communicate with and gain the respect of the officer corps.

B. THE PROBLEM

The Center for Naval Analyses conducted a study in September, 1979, to determine what factors were contributing to the high attrition of Marine naval aviators/flight officers. Of the factors having the greatest influence, personnel management was of prime concern. Among company grade officers and those NA/NFO's who had resigned, greatest concern and least satisfaction were expressed with regard to personnel management, especially duty assignment policies.[33]

In the spring of 1970, Fleet Marine Force, Atlantic (FMFLANT) conducted a number of company grade officers symposia in an attempt to close the communications gap between Headquarters, U.S. Marine Corps (HQMC) and the field (Fleet Marine Forces, FMF). Of the 20 major agenda items, 11 concerned some facet of officer career planning/

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[33]Major C. A. Millard, Factors that Affect the Career Decision of Marine Corps Pilots and Flight Officers (U.S.: Center for Naval Analyses, 1979), p. iii.

development.[34] Many of the more beneficial suggestions and the easiest to fulfill have not been acted upon 11 years later, for reasons unknown.

Several articles in the Marine Corps Gazette, the professional magazine for U.S. Marines, in 1972 discussed the pros and cons of career planning in the Corps. Numerous other major articles appeared in 1976, 1978, 1979 and 1981. The articles all dealt with various facets of career management. Most of the articles criticized policies and programs (or lack of them) or described current programs in personnel management. The topics were usually the standard ones regarding major areas of concern to all officers, i.e., promotion, assignments, generalist vs. specialist, career patterns, etc. New topics have been surfacing of late. A particularly observant article appeared in the January, 1981, issue of the Marine Corps Gazette written by Lieutenant Colonel R. C. Madonna. The article dealt with mid-career transition in the Corps which is becoming a critical problem.[35] It was observant in that it came from a senior officer not serving in a billet in the Personnel Management Branch in HQMC, and was based on some very good civilian-oriented material easily related to the military career scenario. All of this leads

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[34]Staff Writer, "What Junior Officers are Thinking", Marine Corps Gazette, October, 1970, pp. 37-38.

[35]Madonna, "Mid-Career Transition: Taking of Our Own," pp. 43-50.

to the conclusion that most officers seem generally familiar with the many facets of career planning/management in a broad manner but are basically directionless as far as specifics are concerned. They realize that certain "tickets" must be "punched" and have a general framework of how to attain their professional goals. They might be hardpressed to define their goals or how to attain them, though. What good information they have to base their decision on has been culled from the Marine Corps Orders on the subject, from the Marine Corps Gazette, from concerned superiors, monitors or from peers.

The problem, then, is to communicate the organization's, the Marine Corps', career planning information to all its officers in the most usable and most honest, straightforward manner. It is information which must be easily accessible and frequently updated. It is information which must be pertinent and timely.

The remainder of this chapter will deal with the best way to get information to the field. The Marine Corps needs a Marine Corps Officer's Career Guidebook with all the pertinent, usable information of a reliable and current nature in it, similar to the information presented in Chapters III and IV of this thesis. It could be updated with timely information published in a Career Newsletter. The other services already have these publications and it has helped

to clear much of the haze away from career planning. The following pages are a description of how these publications would be organized and what information should be included in them. If individuals and commanders are to plan their careers and guide/counsel others, they must have the tools. These publications are some of the tools.

C. THE MARINE CORPS OFFICER'S CAREER GUIDEBOOK

1. Chapter 1 - Introduction

This chapter should be the real "attention getter". It must be an honest and frank statement of the purpose of the guidebook. Its real value to the officer corps in general and specific applications to individuals should be stated. The point must be made that the information contained is an attempt to provide up-to-date data in a relatively timely (updated annually) manner to help over 18,000 officers plan their own and subordinate's careers. It must gain the confidence of the audience it is seeking and serve its purpose to the maximum extent. Credibility is of paramount importance if the guide is to be used.

The U.S. Coast Guard, in its Officer Career Guidebook, has several opening paragraphs that convey the purpose of the guidebook quite well.

> 1. Your career as a Coast Guard Officer normally spans 20 to 30 years. During that time span you will serve in a sequence of assignments which will challenge your existing capabilities, develop new capabilities and generally prepare you for greater challenges in the future. This sequence of assignments is a career pattern. Establishing and

controlling that pattern so as to maximize your personal satisfaction in your career while simultaneously maximizing your usefulness to the Coast Guard is the objective of career planning.

2. The most important characteristic of the career planning process is that it is a cooperative effort between you as an individual and the Coast Guard as an institution and must be viewed as such. You cannot expect to achieve maximum satisfaction in your career if you prepare yourself to do things for which the Coast Guard has no requirements; the Coast Guard cannot reasonably expect to maximize the overall usefulness and effectiveness of the Officer Corps if it does not effectively consider the talents and aspirations of the individual officers in meeting its officer requirements. This is the essence of the objectives in the career planning process.

3. The Coast Guard has diverse requirements and must manage a large number of officers in such a way as to simultaneously meet current needs while insuring that those needs will also be met in the future. Put another way, each assignment must be viewed as something more than providing an officer for a billet. It must also be considered as part of the growth process by which qualified officers are provided for other billets in the future. These goals are not always entirely consistent and the planning and management of the process can become quite complex. Policies and procedures affecting the officer assignment process are constantly in a state of flux, and an understanding of this complex, dynamic situation should permit you to make, or know how to make, better decisions regarding your career plan. This is one of the objectives of this publication.

4. There will be career points at which you must come to a conscious judgment regarding the career path to seek, the assignments to request, or the training or education needed to fulfill your chosen career goals. These points are not all clearly identifiable. There is no automatic check list which identifies for all officers, for all times, the necessary qualifications and sequences of assignments for each step in the career path. As is true in all professions, intelligent career decisions are based on past experience, professional motivation, and advice from informed sources in the establishment. For you, these sources include commanding

> officers, assignment officers, and peers, as well as the guidance provided in professional literature. All these factors blend gradually into a decision which, at the career point in question, is the best assignment request that will satisfy the needs of the Service and your interests. Where these needs and interests are in complete harmony, professional success and personal satisfaction are most likely to be achieved. Where they differ, compromises must be made.
>
> 5. It is essential to understand that, even though the Coast Guard desires to support your individual preferences, the compromises which sometimes must be made cannot be weighed exclusively in your favor. The needs of the Coast Guard, its budgetary and personnel constraints, the billets to be filled and the fact that the Service is mission-oriented are all necessary factors in this understanding. The word "service" is the key.[36]

The above is a superb example of the type of down to earth language and sincere approach which will set the trend for the remainder of the guide.

2. Chapter 2 - The Personnel Management Division

This section gives the reader a complete picture of the entire Personnel Management Division, with each of its officer branches delineated. An overall view would be presented with an organizational chart. Each branch would then have its own sub-head in the chapter. The duties and responsibilities of the branch would be presented with particular emphasis on services it provides in regard to individual officers. Promotion Branch provides statistical breakdowns

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[36]U.S. Department of Transportation, United States Coast Guard, Officer Career Guidebook (CDMDTINST M1040.2, 1980), pp. 1-1,2,3.

of promotion board selectees. Career Planning Branch would provide information on its fitness report printout service and individual performance evaluation capability. Officer Assignment Branch would give a basic overview of its functions. Phone numbers would be given for each branch.

3. Chapter 3 - Career Progression

Every career has a starting point where initial decisions must be made. Many of these first decisions are critical and impact on the officer's future. The most important decision is selection of a Military Occupational Specialty (MOS). A great deal of material can be presented in this section concerning what officers in each MOS do and the specific types of billets open to them. Most of this data is in the current copy of Marine Corps Order P1200.7_, The MOS Manual.

Statistical data on promotion potential for each MOS could also be presented. Forthright narrative estimates of professional chances for success in each MOS would be provided. The pros and cons of changing primary MOS's and the importance of obtaining secondary and tertiary MOS's would be a topic for a sub-section.

This is a chapter which could be used to clear up some of the myths in the Marine Corps. One myth is that any officer can rise to be a general officer regardless of MOS. Historical data does not bear this out. Officers in combat arms have better opportunity for flag rank than

officers in combat service support. Another myth is that chances for augmentation are better if an officer volunteers to move into an understaffed MOS. Actual guidance from heads of augmentation boards could clear up that myth.

4. Chapter 4 - The Monitor and the Slating/Assignment Process

This is an area which is of prime importance to each and every officer. The monitor is the man who, in reality, probably has more control over a man's career than anyone, despite the often made comment that the individual has most control. The monitor is the man who ultimately decides where an officer will be assigned. Hopefully, that decision takes into account the desires of the individual, career development, performance, needs of the service, etc. But that one man is the one who has the power. It's his decision. He determines the weight to place on each variable. There is a great "grey area" which he must interpret.

Monitors are, by and large, top notch officers who are thoroughly professional and have an ability to get along with people. Interviews with a monitor indicate that there are rules, regulations and general procedures specified on assignment policy and some assignments have specific requirements which must be met. However, each monitor has his own system of how to assign people. It consists of an evaluation of billets available, performance of those officers available, individual duty preference, overseas time, and past assignments.

A discussion, at length, with a monitor can be quite an eye-opener when it comes to determining career strategy. A very small percentage of officers become monitors. Not many officers think to or have a chance to have lengthly philosophical discussions with their monitors. When monitors are asked questions such as "How do you fill obviously high visibility, career-enhancing billets?" or "What procedures do you have established for assigning officers?" valuable information can be gained. This type of information should be included in this chapter. The assignment procedure should be totally open. All officers should be able to benefit from the experience of a monitor. The accumulated advice of many monitors would be compiled in this chapter.

The slating process (tentative assignment) and eventual assignment procedure is an intricate process which should be understood and appreciated by all officers. It should seem obvious that personal contact and closeness to a monitor is to an individual's advantage. That advantage should be used. All officers should be encouraged to contact their monitors and discuss personal career management.

5. Chapter 5 - The Career Planning Branch

We have touched on this branch in Chapter 2. This branch provides important services and advice which is most beneficial to the officer who uses it intelligently. This importance of obtaining periodic printouts of an officer's

fitness reports would be stressed here. This serves several purposes. The officer can determine where he stands, relatively, with regard to contemporaries since ranking among contemporaries is provided on the printouts. Officers are hardly ever counseled about this important ranking by reporting seniors and it is not printed on the Fitness Report Receipt/Notice, received from HQMC within three months of a fitness report submission. The printout enables an officer to ensure that his record is complete and no fitness reports are missing. It serves as a good performance review, highlighting areas requiring renewed effort to improve.

The officers at Career Planning Branch can provide a comparative analysis of an officer's record from date of commissioning to latest assignment, evaluating his performance and career progression. The advice they offer and evaluation of competitiveness for promotion are most valuable considering the branch does this for all officers in the Marine Corps. They should have a good idea of how an officer stands relative to his peers.

This branch can also provide comparative information on career patterns based on historical data. It has the ability to greatly assist the officer in setting future career goals and developing a strategy to attain those goals.

6. Chapter 6 - The Promotion System and Fitness Reports

The promotion system and fitness reports are covered together since they are so interdependent. Fitness reports

are the vehicle by which the promotion system fulfills its purpose.

The promotion system is of primary concern to each and every officer and yet it is the one portion of the personnel management system which is cloaked in the most secrecy.

There are many myths about promotion boards and how they work. This chapter must be so thorough that an officer can read it and have confidence that he knows how the selection process functions. Information should include what the mechanical procedures are, what procedures are used to determine who is best qualified for promotion, what guidance is provided to the board and how members of the selection board were able to determine potential for future positions of increased responsibility. Some advice on what it takes for a passed-over officer to improve his record in the one year remaining before the next board would be useful also.[37]

The Marine Corps Order on fitness reports, MCO P1610.7B (Performance Evaluation System), is rather detailed on the purpose and mechanics of fitness reports. Feedback from promotion boards on what is a "good" fitness report and what is a "bad" fitness report would be informative.

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[37]P. M. Shepherd, Career Planning Information in Officer Professional Development, M.S. Thesis, U.S. Naval Postgraduate School, Monterey, California, December 1974, p. 76.

Obviously, not a lot of specifics can be given to cover all cases, but some idea of style and important factors considered sidered in the written portion of the report would assist reporting seniors in preparing reports and all officers could have some comparative information to gauge their promotability. What factor does a well written report play when compared against a dull report if performance is the same for both reports?

7. Chapter 7 - Professional and Postgraduate Education

Education is critical to an individual's growth and to the growth of an organization. The professional education opportunities available to the Marine officer should be fully delineated in this chapter. The schools available at career, intermediate and top level would be listed as well as their curricula and admission requirements. Those schools requiring a selection board would also have information concerning selection procedures and how individuals can maximize their chances for selection.

A less publicized but no less important education program in the Marine Corps is the postgraduate education program. A complete evaluation of both programs available, Special Education Program (SEP) and Advanced Degree Program (ADP), should be presented. As with other boards, how best to prepare oneself for selection should be presented. The importance of the programs, their benefit to the Corps and

the individual, and how they fit into career patterns should be spelled out. Examples of billets available for graduates of these programs should be given. These are the least publicized and most underutilized programs in the entire career management field. The potential to reward superior performers and motivate hard-charging officers is untapped. Properly used, these programs would be a most valuable tool for retention and organizational growth.

8. Chapter 8 - The Developing Officer and Other Considerations

The purpose of this chapter is to be instructive. Those who use the guidebook for counselling will be re-introduced to psychological and social factors which have affected them as they were aging. It will serve both young and older officers by discussing those things which do not directly come under career planning per se.

What this chapter will specifically discuss are things such as mid-life crisis and its effects, problems that arise with husband and wife dual careers, career anchors and stages of life and starting a second career at about the 20 year/retirement time. This is a prerequisite to effective career planning.

The days are gone when career planning can rest entirely on military factors, as it did 20 years ago. There has been a move away from patriotism, concern for security and subordination of personal desires which were primary

driving forces in career military officers prior to 1960. Society has caused changes in the values of military officers today. Self-fulfillment, the rising assertiveness of women, concern for family and a favorable middle-manager employment market have forced a changed attitude towards career planning. The Marine Corps must compete against civilian industry to keep its best officers now. It is going to have to look at these concerns of an individual and adapt. The individual has a certain adjustment to make too, it's not all one-sided. People problems can no longer be ignored as has been the tendency. If attitudes expressed by Marine NA/NFO's in the study mentioned earlier are to be changed, major concerns for individual satisfaction with personnel management hinges on the organization openly talking about factors which can cause good Marine officers to stumble in their careers or decide to change careers.

The chapter must be as open and sincere in discussing the personal considerations mentioned above as the rest of the guidebook. It should provide the latest information on these and other career considerations as trends develop and potential problems arise.

9. Chapter 9 - References

The last chapter will be a list of all the orders and bulletins pertaining to career development. The compilation will consist of the numerical designation, title, and

a sentence or two describing what is covered in the order/ bulletin. This will enable those who are interested in detailed research or answers to specific, minute questions to easily find the required source.

D. THE CAREER NEWSLETTER

The Career Newsletter would be the link to fill the gap between personal contact with the Personnel Management Branch at HQMC and the guidance published in the Marine Corps Officers' Career Guidebook. It would be published bi-monthly and have the most up-to-date information on those items covered in the first nine chapters of the guidebook. Billet openings within the coming 9-12 months would be "advertised" with requirements. Information and statistics on promotion boards would be published. Analyses of personnel management issues would be included. Policy decisions and problems under consideration would be aired and comments solicited.

A Career Newsletter properly and professionally organized and edited with usable material of value to officers in the field would be extremely beneficial to both HQMC and the officer corps. As a minimum, it would be a tangible example that there is concern by HQMC for officers and their career concerns. It has great potential as a communicative tool for bettering the Marine Corps as a whole, as an organization.

## E. CONCLUSIONS

The time has come for the Marine Corps to adopt the communicative efforts which our brother services, the Navy and Coast Guard, have already adopted for career management purposes. There is a distinct need for the career planning information that would be published in the Marine Corps Officers' Career Guidebook and Career Newsletter. That has been shown by recent studies and negative trends in career retention. With relatively minor investments in personnel and printing, the two publications outlined will have very beneficial results if aggressively pursued, imaginatively managed and supported by the top leaders of the Marine Corps.

## VI. CONCLUSIONS AND RECOMMENDATIONS

This research has presented an overview of the current career development program and practices in the Marine Corps. The purpose has been to describe and determine the relevance of the current system, how well it meets the needs of the officer corps as well as the service and how it compares to other similar military/civilian career development programs.

An organization is only as good as the people who lead and manage it. The decade of the 1980's will be a critical time in the history of both the Marine Corps and the United States. Both will need strong, dedicated leaders, who are increasingly becoming a scarce resource. The Marine Corps can no longer afford a "business as usual" attitude toward management of the career development of its officers if it desires a strong, vibrant, dedicated officer corps. The current manpower managers must assume an offensive strategy to develop a responsive, flexible, versatile and dynamic career development system which comprehensively meets the present and future demands of both the Corps and its officers.

The basic framework of such a system is currently in place. What is needed is a greater understanding of and concern for the factors which affect the career aspirations of Marine officers and a willingness to provide the officer

corps with useful, meaningful data which describes the essence of the career development system. It is only through emphasis on the latter policy that myths and "old wives tales" about promotion, duty assignments and the numerous other specific areas which constitute the career development process can be cleared up and the full trust and confidence of the Marine officers which the system serves can be gained. More can be gained by an open and above-board handling of the many facets of career development than by cloaking them in the partial darkness of semi-secrecy. This specifically refers to such information as promotion statistics and hard data on career trends presented in the previous chapter of this thesis. Towards this end, the following recommendations for improvement in the current Marine Corps career development system and for future research/study are made:

1. The top leadership of the Marine Corps must see the need for an aggressive career development policy and system and initiate action to implement change in current procedures.

2. Personnel guiding and determining career management policy at HQMC should be educated and trained in the basics of manpower management techniques. Manpower management is too important and far-reaching in its consequences for it to be controlled by neophytes as is current policy. An unrestricted officer with on the job training is less effective than a trained manpower management specialist.

3. All officers should be trained in Marine Corps formal schools on the basics of career planning and counselling. They can be kept up to date on current trends by publication of the Marine Corps Officer's Career Guidebook and Career Newsletter.

4. This thesis has barely scratched the surface as concerns research in the Marine Corps career development field. The studies conducted by other services as noted in Chapter IV and many of the sources listed in the bibliography of this study are replete with relevant topics of future study and possible methodologies. Studies of career patterns of selectees versus non-selectees for various levels of promotion can provide valuable insight into career development processes. There are any number of studies which could be conducted to find correlations between duty assignments, commissioning source, MOS, etc., and promotion success. Surveys of Marine officer career values, perceptions and goals can assist in formulation and implementation of career development programs. An analytical study could be conducted to determine the effect on career development and organizational effectiveness by organization of a staff corps within the Marine Corps. The opportunities for further study and studies of a continuing nature are limitless in the career development field.

The time has come for the Marine Corps to break out of its conservative, staid approach toward change. The time for change and improvement in the career development field is now. The needs of the service and the nation demand it. Effective and efficient utilization of valuable manpower resources require it. The result will be a stronger, more vibrant Marine Corps.

APPENDIX A

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3 Mar 1980

CAREER PLANNING BRANCH TALKING PAPER

FOR CONGRESSIONAL STAFF BRIEF FOR MR. MIKE KELLY

TOPIC: Typical Officer Career Patterns

BACKGROUND:

-- No standardized career pattern for Marine officers.

-- Company grade aviators remain in flying billets if not assigned to a tour as an officer selection officer or professional school.

-- Aviators can expect alternating flying and non-flying assignments in the grades of major and lieutenant colonel.

-- Field grade officers can expect varying assignments to high level/joint staff, independent and FMF billets and professional schools.

-- Career patterns and assignments are directly tied to the Marine Corps' mission and frequently must support the individual Marine's family.

-- Provided a stable international situation, a new officer accession in the 1980's can expect approximately three unaccompanied overseas tours (or the unit deployment equivalent) in 20 years.

-- Junior lieutenant colonels now serving in their 16th to 18th year will complete approximately four unaccompanied overseas tours in their 20-year career.

-- An assignment to a CONUS FMF unit or to the 1st Marine Brigade for a normal 36-month tour can be expected to involve 15 months away from home.

STATUS: Unit deployment is a positive measure that mostly impacts on the junior officer pay grades.

## APPENDIX B

### MYLANDER'S LIST OF DOS AND DON'TS

| DO | DON'T |
|---|---|
| Graduate from West Point | Specialize |
| Join the Regular Army | Have an oddball career pattern |
| Choose a combat branch | Antagonize the boss |
| Look sharp | Get a bad efficiency rating |
| Work hard | Fail an inspection |
| Pick the right sponsor | Hunt headlines |
| Command at each level | Get bad press |
| Go to war | Be overly critical |
| Win medals | Buck the system |
| Marry a wife who loves the Army | Live off post |
| Get high-visibility jobs | Marry a wife who drinks |
| Keep your career branch happy | Run up debts |
| Work at the Pentagon | Have kids with long hair |
| Serve on a board or study | |
| Attend staff college | |
| Attend war college | |
| Get an advanced degree | |
| Teach at West Point | |
| Look good on paper | |
| Articulate (brief) well | |
| Keep ahead of the power curve | |
| Play golf | |
| Play the odds | |

Source: Mylander, The Generals, pp. 159-160.

# APPENDIX C

## SAMPLES OF MARINE GENERAL OFFICER BIOGRAPHICAL SUMMARIES

**UNITED STATES MARINE CORPS**

DIVISION OF PUBLIC AFFAIRS • HEADQUARTERS MARINE CORPS

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MAJOR GENERAL STEPHEN G. OLMSTEAD, USMC

Major General Stephen G. Olmstead is the Commanding General, III Marine Amphibious Force/Commanding General, 3d Marine Division, Fleet Marine Force, Pacific, Okinawa, Japan.

General Olmstead was born in Albany, N.Y., November 10, 1929 and graduated from Bethlehem Central High School in 1947. He holds a B.S. degree in Military Science from the University of Maryland (1963) and an M.S. degree in International Affairs from George Washington University (1970).

Enlisting in the Marine Corps in August 1948, he participated in the Korean Conflict as a squad leader with the 3d Battalion, First Marines, 1st Marine Division. He attended The Basic School, Quantico, Va. and was commissioned a second lieutenant in June 1951.

General Olmstead remained at Quantico and served consecutively as a platoon leader and a company executive officer of the Demonstration Troops until January 1953. He also attended the U.S. Naval Justice School, Newport, R.I., during this period. He was promoted to first lieutenant in October 1952. General Olmstead then served as Executive Officer, Marine Detachment, aboard the USS NORTHHAMPTON, until October 1954, when he was transferred to Manchester, N.H., as Inspector-Instructor, 18th Rifle Company. He was promoted to captain in March 1954.

In October 1957, he was ordered to Camp Lejeune, N.C., and served as Assistant S-3 Officer, 2d Battalion, Eighth Marines, 2d Marine Division. In January 1958, he was reassigned as a company commander, 2d Reconnaissance Battalion, 2d Marine Division, and attended the Advanced Infantry School, Fort Benning, Ga., from July 1959 to May 1960.

General Olmstead was assigned to Camp Butler, Okinawa, as Assistant S-4 Officer. He returned to the United States in July 1961, and served as an instructor at the U.S. Army Intelligence School, Fort Holabird, Md. He was promoted to major in September 1961.

Transferred to the 2d Marine Division, Camp Lejeune in July 1964, he served as S-3 Officer, and S-2 Officer, Sixth Marines. During this tour he also served as Operations Officer of the 6th Marine Amphibious Unit and Regimental Landing Team-6 in the Dominican Republic. In May 1966, he was ordered to the Republic of Vietnam and served as the command briefer at the U.S. Military Assistance Command. He was promoted to lieutenant colonel in October 1966.

# APPENDIX C (CONT.)

General Olmstead was assigned as an operations officer on the Joint Strategic Target Planning Staff, Offutt Air Force Base, Neb., in May 1967. In the assignment, he contributed to the national security of the country through his evaluation of target intelligence in support of the Single Integrated Operational Plan. He served with foreign officers and members of other services attached or assigned to the Staff. His duties included the coordination of intelligence having a direct impact on the National Strategic Target List and the Joint Chiefs of Staff Single Integrated Operational Plan.

He attended the U.S. Naval Justice School, Senior Course, and the Naval War College, Newport, R.I., July 1969 to June 1970. Upon completing the courses, he reported to Headquarters Marine Corps, Washington, D.C., as a branch head in the G-3 Division. He was promoted to colonel in September 1971.

In July 1973 he was ordered to Okinawa, and served as Regimental Commander, Ninth Marines, 3d Marine Division. He remained in that billet until May 1974, when he was transferred to the staff of the Commander, 6th Fleet, in Gaeta, Italy, as the Fleet Marine Officer. He was advanced to brigadier general on April 1, 1976 and assigned duty as Deputy for Development/Director, Development Center, Marine Corps Development and Education Command, at Quantico, Va., on June 15, 1976. During the period January 1, 1977 to May 8, 1977, he was assigned the additional duty of Deputy Chief of Staff, Research, Development and Studies, Headquarters Marine Corps. General Olmstead was advanced to major general on May 23, 1978. He was assigned duty as Commanding General, Marine Corps Base, Camp Pendleton, Calif., on June 30, 1978. He assumed his current duty in July 1980.

General Olmstead's decorations and medals include the Bronze Star Medal, the Joint Service Commendation Medal, the Navy Commendation Medal, the Army Commendation Medal, the Presidential Unit Citation, Navy Unit Commendation, the National Defense Service Medal, the Armed Forces Expeditionary Medal, the Korean Service Medal with two bronze stars, the Vietnam Service Medal, the Korean Presidentia Unit Citation, the United Nations Service Medal, and the Republic of Vietnam Campaign Medal with Device.

Major General Olmstead and his wife, the former Vera L. Mead of Bucyrus, Ohio, have three children, Barbara J. (Mrs. Theodore R. Schneble), Elizabeth A. and Stephen G.

(Revised July 1980 HQMC)

UNITED STATES MARINE CORPS
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MAJOR GENERAL WILLIAM R. MALONEY, USMC

Major General William R. Maloney is the Commanding General, 2d Marine Aircraft Wing, Fleet Marine Force, Atlantic, MCAS, Cherry Point, N.C.

General Maloney was born October 13, 1929, in Pittsburgh, Pa., and graduated from West View (Pa.) High School in 1947. He received his B.A. degree from Brown University in 1951; his M.A. degree from Stanford University in 1963; and his M.S. degree in International Affairs from George Washington University in 1970. He was commissioned a Marine second lieutenant in June 1951.

He completed The Basic School, Quantico, Va., in December 1951, and participated in combat operations in Korea as a platoon commander with the Fifth Marines, 1st Marine Division. He was awarded the Bronze Star Medal for his service in Korea. Returning to the United States in September 1952, he was assigned as Executive Officer, Marine Barracks, Naval Air Rocket Test Station, Dover, N.J. He was promoted to first lieutenant in December 1952.

From October 1953 to March 1955, General Maloney underwent flight training at the Naval Air Station, Corpus Christi, Texas. He was promoted to captain in March 1954, and designated a Naval Aviator in March 1955, when he was transferred to the 3d Marine Aircraft Wing, Miami, Fla., as personnel officer of Marine Attack Squadron 333.

General Maloney served as Aviation Officer Selection Officer in Boston, Mass., from May 1956 to July 1958, when he returned to Pensacola and underwent helicopter transition training. He was ordered to Okinawa in October 1958, and served as Safety and Assistant Operations Officer, Marine Observation Squadron 2, 1st Marine Aircraft Wing.

He was resssigned as Training Officer, Marine Helicopter Squadron 1, Quantico, in January 1960, and promoted to major in March 1962. The following May, he was transferred to Palo Alto, Calif., and participated in the Personnel Administration and Training Postgraduate Program at Stanford University.

General Maloney was assigned first as a Leadership Instructor, and later, as Executive Assistant to the Academic Dean, U.S. Naval Academy, Annapolis, Md., between July 1963 and June 1966, when he became Commanding Officer, Marine Observation Squadron 6, 1st Marine Aircraft Wing, in Vietnam. He was awarded the Silver Star Medal, the Legion of Merit with Combat "V", the Distinguished Flying Cross with gold star in lieu of a second award, and the Air Medal with Numeral 21 for his service in Vietnam. He was promoted to lieutenant colonel in November 1966.

He reported to Headquarters Marine Corps, Washington, D.C., in June 1967 for duty as Assistant Secretary to the General Staff, until August 1969, when he attended the National War College, Washington, D.C. He completed the course in June 1970, and was ordered to the Mediterranean and served on the Staff of the Commander, Sixth Fleet, as Amphibious Warfare Officer, and later, as Fleet Marine Officer. He was promoted to colonel in June 1971.

General Maloney served as Commanding Officer, Marine Aircraft Group 36, 1st Marine Aircraft Wing, on Okinawa, from July 1972 to May 1973, where he earned his second Legion of Merit. He was transferred to Headquarters Marine Corps as Head, Joint Strategic Branch, Plans Division. In July 1974, he was reassigned to the Office of Program Appraisal, Office of the Secretary of the Navy. On July 1, 1975, he was advanced to brigadier general and assigned duty as Director of Information, Headquarters Marine Corps. He served in this capacity until assuming duty as Assistant Wing Commander, 3d Marine Aircraft Wing, El Toro, Calif., in June 1977. He was advanced to major general on January 31, 1978 and assigned duty as Commanding General, 3d Marine Aircraft Wing. He assumed duty as Commanding General, 1st Marine Aircraft Wing in May 1979. On September 5, 1979, he was assigned additional duty as the Commanding General, III Marine Amphibious Force. During June 1980, he assumed his current assignment.

A complete list of General Maloney's medals and decorations include: the Silver Star Medal; the Legion of Merit with Combat "V" and gold star in lieu of second award; the Distinguished Flying Cross with gold star in lieu of second award; the Bronze Star Medal with Combat "V"; the Air Medal with Numeral 21; the Meritorious Service Medal; the Navy Commendation Medal; the Navy Achievement Medal; the Presidential Unit Citation; the Navy Unit Commendation; the Meritorious Unit Commendation; the National Defense Service Medal with one bronze star; the Korean Service Medal with two bronze stars; the Armed Forces Expeditionary Medal; the Republic of Vietnam Service Medal with three bronze stars; the Republic of Vietnam Cross of Gallantry with bronze star; the Republic of Korea Order of Merit; the Korean Presidential Unit Citation; the Republic of Vietnam Gallantry Cross Meritorious Unit Citation with Palm; the United Nations Service Medal; and the Republic of Vietnam Campaign Medal.

Major General Maloney and his wife, the former Virginia Ann Fellows of Bayside, N.Y., have one daughter Lisa Louise.

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